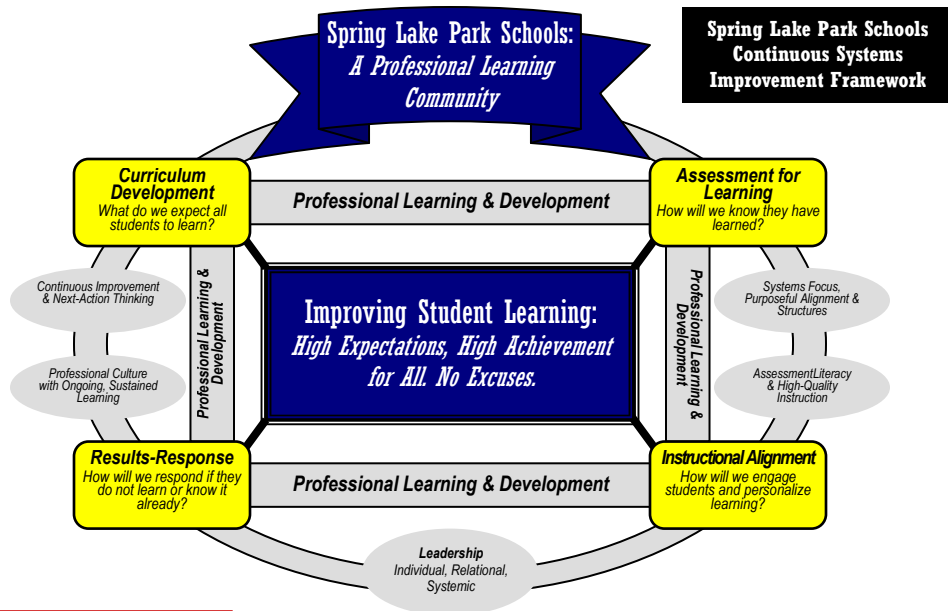


# ***Continuous Systems Improvement Framework: Creating and Sustaining a Professional Learning Community***



***Teaching, Learning, and Accountability***

# Spring Lake Park Schools Purpose

***High Expectations,  
High Achievement for All.  
No Excuses.***

*A learning community is not created by completing a series of tasks. It is created by beginning a perpetual process of searching for better ways to fulfill the school's mission, reach its vision, and integrate changes into its regular activities. Persistence is vital because the drive to improve is not an undertaking that will ever be completed. To become a Professional Learning Community, a district or school needs people who believe they can create a better future and who have the drive to stay the course through adversity.*

Bob Eaker

*How many effective schools would you have to see to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background? We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.*

Dr. Ron Edmonds

The Continuous Systems Improvement Framework was initially developed by the following members of the 2004-2005 Teaching, Learning, and Accountability Advisory Council: Michael Borgendale, Michelle Brooks, Laura Brown, Angela Christen, Kristin Goessel-Seery, Kim Fehringer, Dari Ferguson, Judi Kahoun, Bill Keilty, Susan Leet, Matt Meier, Deb Munter, Jerelyne Nemanich, Mary Ann Wagner, Amanda West, Tom Ambrasas, Mike Callahan, Claudia Hagberg, Erik Hendrickson, Frank Herman, Paula Hoff, Van Jordahl, Tom Larson, Glenn Martin, Jeff Ronneberg, Karen Schaub, Stacey Sovine, Mike Steel.

The plan was updated in Spring 2006 and Spring 2007 by the members of the 2006-2007 TLA Advisory Council, and again in Spring 2008.

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# We are Accountable to our Parents and Community Our Framework for the Future

This overview of our instructional plans drives our continuing—and measurable—focus on success and our commitment to the needs and emerging needs of all students

## Our District Purpose

High Expectations  
High Achievement  
For all.  
No Excuses



## Our District Values

*These values describe how we will work with our learners and each other:*



### Accountability

- To fulfill one's roles and responsibilities and be responsive to the results.

### Courage

- Doing and saying the right thing at the right time in the right way despite challenge, adversity, or conflicting self interests.

### Excellence

- A relentless and intentional effort in continuous improvement.

### Innovation

- Purposeful, courageous, continuous improvement through research and action.

### Integrity

- Always aligning our actions with our values and beliefs.

### Learning

- Continuous, meaningful, and challenging effort that results in student success.

### Respect

- Listen to, accept, and value each individual in the school district and community.

### Shared Responsibility

- Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.

## Our Vision for the Future

*How do we want people to describe our district in the future?*

The Spring Lake Park School District is recognized as a world class learning community of choice as demonstrated by:

- Academic rigor, and social and cultural development for all students, resulting in college-ready graduates
- All students actively participate in school and/or community co-curricular and extra-curricular experiences
- Community pride and commitment to continuous improvement



## Our Strategic Directions

*Strategic Directions for the next 18-36 months that our community can expect to see as we move towards our Vision:*

- District 16 will incorporate K-12 world language as an opportunity to develop and enhance students' language acquisition, cultural appreciation, and global awareness
- District 16 will narrow the teaching and learning gap by engaging students through personalized instruction and providing an immediate and systemic response to school-wide and individual learning needs
- District 16 will integrate 21st Century Skills and instructional technology in its instruction so that all students develop the knowledge and habits necessary for their future success
- District 16 will attract, develop, and retain only high-quality staff who demonstrate on-going learning, racial and cultural competence, and a commitment to the District's purpose, values, and vision

*We will be accountable to our parents and community by consistently communicating with and engaging them as partners in our efforts to successfully accomplish our Strategic Directions and initiatives within each area of our Success System.*

## Our Success System

*We will continuously measure progress through our Indicators of Success in each area below. Student learning and development is at the core of our work, and improvement efforts have been identified in all areas.*

- Core Purpose: Improving Student Learning and Development
- Professional Learning Community: Curriculum, Instruction, Staff Learning, Student Support
- Effective operations, processes, and stewardship of resources
- Family and community connections and partnerships

**ACCOUNTABILITY** The Accountability section of [springlakeparkschools.org](http://springlakeparkschools.org) has detailed Operational Plans and progress updates.

## Consultation and Structure Needed to Accomplish Our Framework for the Future

### Leadership Committees and Councils

*These committees and councils meet to facilitate the work related to **Our Framework for the Future**. This chart purposefully limited the number of committees and councils. Task Forces will be used to respond to needs and support the work of our Leadership Committees. Legally mandated committees will also be meeting in addition to these to fulfill obligations.*

	School Board	District & District Administration	Schools and Departments	Maintaining Focus on Our Roadmap Through Ongoing Collaboration
<b>Roles and Purpose</b>	<ul style="list-style-type: none"> <li>• Develops Strategic Framework</li> <li>• Develops policy</li> <li>• Approves annual budget</li> <li>• Oversees district performance</li> <li>• Utilizes public engagement</li> <li>• Accountable to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the District operational plan</li> <li>• Develops and continuously improves district systems and processes</li> <li>• Develops annual budget</li> <li>• Practices and develops leadership and management best practices</li> <li>• Facilitates the implementation of practices consistent with Professional Learning Community practices</li> <li>• Facilitates District and school improvement planning and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Develops School Continuous Improvement Plan, aligned with district operational plan</li> <li>• Develops and continuously improves school/department level systems and processes</li> <li>• Develops annual school/department budget</li> <li>• Practices and develops leadership and management best practices</li> <li>• Fosters shared responsibility and best practices consistent with being a Professional Learning Community</li> </ul>	<p><i>PLC Teams and Collaborative Teams meet because the members have a similar role &amp;/or hold a shared responsibility, and come together to learn from one another and enhance the way they do their work. Below is a sample of some of these teams.</i></p> <ul style="list-style-type: none"> <li>• School Professional Learning Community Teams Examples: 4th grade at Westwood Elementary or English 9 teachers</li> </ul>
<b>Committees and Councils</b>	<ul style="list-style-type: none"> <li>• Strategic Framework Advisory Council</li> <li>• Systems Improvement Advisory Council</li> <li>• Policy development</li> <li>• Negotiations</li> <li>• District 16 Educational Foundation **</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Teaching, Learning, and Accountability Advisory Council (TLA Advisory Council)                             <ul style="list-style-type: none"> <li>Committees and task forces whose work aligns with the work of the TLA Advisory Council</li> <li>---PreK-12 Assessment Committee</li> <li>---Student Support Committee</li> <li>---Curriculum Task Forces</li> <li>---Innovation Cohorts</li> </ul> </li> <li>• Grants and Innovative Programs Committee</li> <li>• Communications &amp; Connections Advisory Council</li> <li>• Parent and Community Advisories                             <ul style="list-style-type: none"> <li>Examples:</li> <li>---Gifted &amp; Talented</li> <li>---Special Education</li> <li>---Athletics</li> <li>---Early Childhood Family Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School Learning and Equity Committees (formerly Teaching and Learning Teams. Aligned with TLA Advisory Committee)                             <ul style="list-style-type: none"> <li>---Staff, parents, administration, students and community as appropriate</li> </ul> </li> <li>• School Operations Advisory Committee</li> <li>• PTAs and PACs**</li> </ul> <p><i>Task Forces initiated as needed to complete tasks and/or studies as needed on a short-term basis. School advisory committees operate primarily in phases A, B, D, and E of the decision-making framework. The principal, or appropriate decision-maker, is engaged in all phases, but primarily phase C.</i></p> <p><i>Schools may have other standing committees or task forces as deemed necessary at their school.</i></p>	<ul style="list-style-type: none"> <li>• Principal Meetings (Principal meeting once/month, Teaching and Learning once/month)</li> <li>• District Leadership Team</li> <li>• Innovation Cohorts</li> <li>• Gifted Services Coordinators</li> <li>• Curriculum Leads meetings</li> <li>• ELL Department meetings</li> <li>• Instructional Coaches meetings</li> <li>• Teaching, Learning and Accountability Leadership Team meetings</li> <li>• Teacher Recertification</li> <li>• Study Groups in schools</li> <li>• Classroom Walkthroughs</li> </ul>

# **Continuous Systems Improvement Framework:**

## ***Creating and Sustaining a Professional Learning Community***

### ***Spring Lake Park Schools***

#### ***Purpose of the Continuous Systems Improvement Framework***

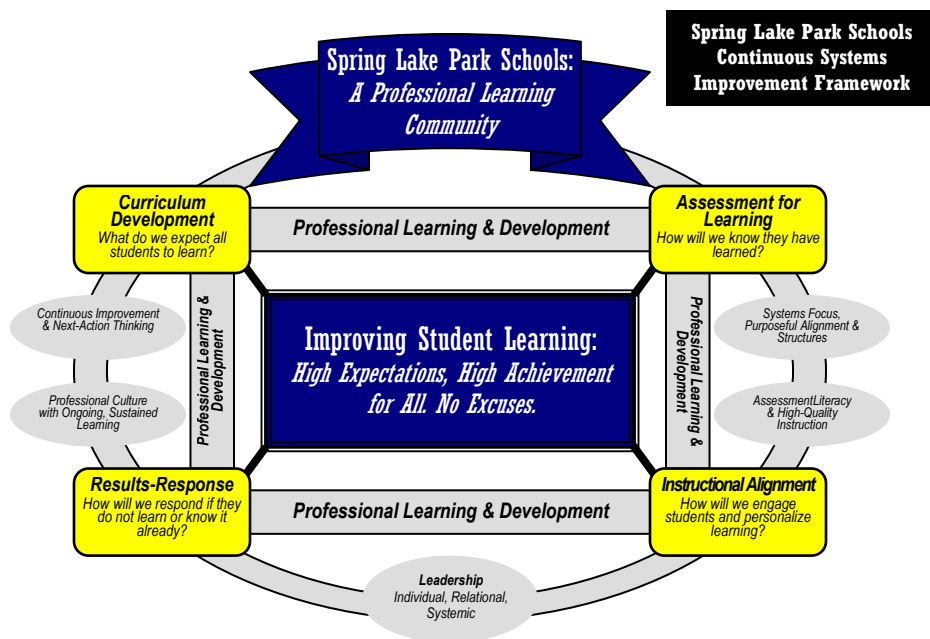
The Spring Lake Park School District takes pride in our consistent pursuit of ensuring *High Achievement for All* by creating and sustaining a professional learning community throughout our district. This is accomplished by meaningfully aligning the professional work of our staff around student learning, which results in integrating professional learning with the key processes related to curriculum, instruction, assessment, and continuous improvement planning.

#### ***Assumptions and Beliefs that Guide Our Work***

- All students can and will learn. Maximum student achievement can be ensured by establishing high expectations for all students, clearly identifying essential learning outcomes, providing educational experiences at the appropriate level of challenge, and appropriately responding to indicators of performance as a result of formative assessment of student learning (Black, et al, 2004; Stiggins, et al, 2004; Wiggins, G. and McTighe, J., 2004, Tomlinson, C., 2003, 2004; Marzano, R., 2001, 2003).
- Ongoing, embedded professional learning is central to school improvement and student success. This professional learning must be results-based and begin with a clear focus on learning and learners, aligning with student learning needs and providing staff with time and ongoing support to effectively respond to student needs (National Staff Development Council Standards for Staff Development).
- Collaboration and time for staff to work together is essential if all students are to be successful. Improvements in student learning have never been observed in the absence of professional development (Guskey, T., 2000, 2003, 2004). Time for teachers and staff to engage in conversations and planning through job-embedded professional learning, Professional Learning Communities (PLCs), will be formally scheduled in each of our schools.
- Change is a natural, dynamic, and recurring process that is essential in a learning environment. Successful schools in the future will adapt to new situations and respond to changing environments. This is accomplished in Spring Lake Park by encouraging and facilitating innovation, and ensuring that individual and organizational processes, needs, and concerns are appropriately addressed (Hargreaves, 2004; Hord and Hall, 1987)
- Highly effective, distributed leadership is essential to student success and creating and sustaining a professional learning community. (DuFour, etc.) We will engage in purposeful leadership development and provide support to our formal and informal leaders.
- We are an organization based on standards and evidence-based best practices. These standards and practices guide planning for professional learning, curriculum development, and assessment planning.
- We will use a backwards design model to guide planning for professional learning and curriculum development. Beginning with the end in mind leads to effective planning, successful implementation, and a continuous improvement focus (Guskey, 2000, Wiggins & McTighe, etc.).
- We are committed to continuous improvement and a results-oriented and systems focus implicit in all practices. We must provide effective and efficient use of data to guide decision-making in all aspects of our district (Fullan, M., 2004; Lezotte, L., 2002; Reeves, D., 2004; Schmoker, M., 2002).
- We will promote family and community communications, connections, and partnerships.
- Next Action Thinking: Asking, "What's the next action?" as a fundamental and consistently asked question. No meeting or discussion will end without a clear understanding of whether some action is needed. Deep understanding and clarity regarding assumptions are of limited value unless they are followed by commitments to take action and an interpersonal accountability for completing them (Sparks, 2005).

## Continuous Systems Improvement Framework: System and Key Process Overview

A system is a collection of parts that interact to function as a whole. A successful system interacts and operates interdependently and cannot be divided into separate parts. We recognize that each of the key processes, represented in the rectangles, within our Continuous Systems Improvement Framework (see Figure 1) are interdependent and must function effectively and efficiently so that teachers and staff are supported in their work as a **Professional Learning Community (PLC)**. In addition, each of the ovals in the figure represents a foundational base of core beliefs and practices that need to be fostered and sustained by administrative and teacher leaders at the school and district-level. Finally, the key processes are held together through ongoing professional learning and development. At the center of this work – continuously improving student learning.



### Professional Learning and Development: Providing the connection among the four key processes

Ongoing, embedded professional learning is central to school improvement and student success. It provides the foundation that connects the four key processes of a professional learning community, as indicated in the diagram below. As members of a PLC (at the school or team level) answer each of the key questions above, they also ask: *What do we need to know and be able to do?* This professional learning must be results-based and begin with a clear focus on learning and adult learners, aligning with student learning needs and providing staff with time and ongoing support to effectively respond to student needs. Embedded within this process is the *School-level Continuous Improvement Planning Cycle*. Our practices throughout this process are guided by the National Staff Development Council's Standards for Staff Development.

### Key Processes: Curriculum Development, Assessment for Learning, Instructional Alignment, and Response

There are four key questions that all members of a PLC focus on. These guiding questions, shown in the figure above as well as below, drive our day to day work at a system, school, team, and classroom level, resulting in the ongoing creation of a PLC focused on improving student learning. The effective integration of these key processes results in a viable, aligned curriculum. A viable curriculum purposefully aligns the *intended curriculum*, *assessed curriculum*, and *taught/learned curriculum*. This requires consistency and articulation in delivery up the grade levels and across a grade level or course, as well as flexibility in how teachers are able to adapt the curriculum to meet the varying needs of their students.

#### 1. Curriculum Development: What do we expect all students to learn?

This is the *intended curriculum*. Through this process the Essential Learning Outcomes that students will achieve at each grade level are identified at the district level through the curriculum development process. Spring Lake Park graduate expectations guide this backwards design. State standards, national standards, and local practices drive decision-making, development, and revision.

#### 2. Assessment for Learning: How will we know they have learned?

This is the *assessed curriculum*. Assessments, formative and summative, are designed to measure student learning of our intended curriculum. The results of these assessments are used to involve students in their learning and differentiate instruction to meet student needs.

#### 3. Instructional Alignment: How will we engage students and personalize learning?

This is the *taught/learned curriculum*. The intended curriculum provides the learning targets that are taught in the classroom. Teachers use these learning targets to collaboratively and individually develop assessments and instructional plans to appropriately respond to student needs. Time is formally scheduled so that PLCs and vertical teams can engage in ongoing conversations to ensure articulation of the curriculum.

#### 4. Results-Response: How will we respond if they do not learn or know it already?

In a PLC there are a variety of ways that student needs are responded to. Each school has a System of Interventions to support teachers so that they are not working on their own, in isolation, in responding to the learning needs of their students. District departments such as Title I, English Language Learners, Gifted and Talented, and Special Education integrates services to meet the needs of our students and support the staff.

## **Leadership: Roles and Responsibilities**

These committees and councils meet to facilitate work related to the district Strategic Framework for the Future (pp. 3-4), as well as engage in the day to day continuous improvement planning throughout the district. The number of committees and councils was purposefully limited as part of the development of the Strategic Framework for the Future. Task Forces will be used as needed to respond to needs and support the work of our Leadership Committees. A description of the roles and purpose of the School Board, district and district administration, and schools and departments can also be found in the Strategic Framework for the Future.

### **Committees and Councils**

#### **Strategic Framework Advisory**

This Advisory meets 2 times per year to review progress towards strategic directions, study success system data, identify present and future community and district needs and desires, and revise the Strategic Framework for the Future as needed to set the system up for success in achieving future hopes and dreams. Membership includes community members, parents, administrators, high school teacher, middle school teacher, elementary teacher, and support staff. *Facilitator: Don Helmstetter and Jeff Ronneberg*

#### **Learning, Teaching, and Accountability Advisory Council (TLA Advisory Council)**

This Advisory Council provides system-wide leadership and coordination of processes and procedures related to professional development, curriculum and instruction, assessment, and school and organizational improvement planning. The Council meets throughout the year to engage in planning and provide site-level support in the above areas. Members of the TLA Advisory Council receive ongoing training, including the opportunity to attend regional and national conferences regarding exemplary practices related to professional development, curriculum, assessment, leadership and continuous improvement. They also sit on site-level teaching and learning teams, providing leadership at the school level. *Facilitator: Jeff Ronneberg (Jennifer Kunze, Ellen Delaney, Jerelyne Nemanich)* Membership includes, but is not limited to:

- teachers from each K-3 school (3)
- Westwood Intermediate teachers (2)
- Westwood Middle School teachers (2)
- SLP High School teachers (2)
- Learning Alternatives teacher (1)
- Early Childhood teacher (1)
- special education teacher (at least 1)
- support staff representative
- Assessment and Inst. Tech. Coordinator
- Coordinator of Teaching and Learning
- School-based professional learning coordinators (teachers)
- Instructional coaches (teachers)
- Principals & Director of SLP Learning Alternatives
- Gifted and Talented Coordinators (TOSAs)
- Director of Special Education
- Coordinators of Human Resources
- Early Childhood Coordinator
- Parent and/or community representative

#### **School-level Learning and Equity Teams (formerly Teaching and Learning Teams)**

These teams facilitate building-level processes and procedures related to school improvement planning, professional development design and delivery, the work of PLCs, curriculum and instructional alignment, and assessment. The work of these teams aligns with the LTA Advisory Council. The principal and LTA Advisory Council member(s) from each school are responsible for facilitating the direction of the Teaching and Learning Teams. Membership and meeting times are determined at each building. *Facilitator: Principal and/or designee*

#### **Grade-level/Department Professional Learning Community Teams**

All teachers in the Spring Lake Park Schools participate in a PLC Team on a weekly basis at a minimum. This time is embedded within the context of the school day, and involves teachers implementing job-embedded professional development processes focused on improving student learning through the continued investigation of the following questions: 1. What do we expect all students to learn; 2. How will we know the have learned the essential learning outcomes?; 3. How will we engage students and personalize learning; and 4. How will we respond when, despite our best efforts, a student experiences difficulty in learning, or deepen the learning for students who are exceeding expectations? As members of a PLC Team focus on each of the key questions, they also ask: *What do we need to know and be able to do so we are able to collectively clarify student expectations, assess progress, design effective learning experiences, and respond to student needs effectively?*

The embedded professional development processes implemented by PLC Teams may include, but are not limited to, any or all of the following: setting SMART goals, developing common assessments, examining student work, and lesson study. School principals and school TLTs will identify the work of PLC Teams throughout the building, and align their work with school-wide goals identified through the continuous improvement planning process.

#### **Vertical Teams**

Teachers may participate in vertical teams on a periodic basis. This will involve vertical teams within a building, such as grades K-3, or across buildings. Vertical teams meet to engage teachers in ongoing dialogue to reveal gaps and overlaps in the implementation of curriculum and/or to identify program strengths and weaknesses.

### **Systems Improvement Advisory Council (SIAC)**

The Systems Improvement Advisory Council serves to convey community beliefs and opinions as they relate to continuous improvement efforts, and teaching, learning, and accountability issues in the Spring Lake Park Schools. Members serve as a sounding board for the community and gain knowledge about curriculum, professional development efforts, and instructional programs and assessments of and for learning being implemented in classrooms throughout the district. The committee is composed of parents, students, teachers, administrators, and community members. *Facilitator: Jeff Ronneberg and/or designee*

### **Student Support Committee**

The Student Support Committee meets regularly to ensure alignment and appropriate integration of our student support services. These include the following: Gifted and Talented Services, English Language Learners Services, Special Education, and Title I/Basic Skills. Counseling, social work, and other services are included as appropriate.

*Facilitators: Kim Fehring and Tom Ambrasas*

### **PreK-12 Assessment Committee**

The PreK-12 Assessment Committee will meet on a periodic basis to assess the fit and relevance of our current assessment practices, identifying areas for improvement and necessary alignment with other practices in the district. Members of the PreK-12 Assessment Committee will develop recommendations to present to the Assistant Superintendent and TLA Advisory Council. *Facilitator: Jerelyne Nemanich*

### **Curriculum Task Forces**

Curriculum task forces are formed annually to research best practices, study current district practices, identify essential learning outcomes, and engage in formative review of curriculum effectiveness. Curriculum is developed through a process of backward design and integrates assessments of and for learning in our day to day practices. The details of this process are explained in the *Curriculum Development, Instructional Alignment, and Assessment Framework*. Membership is based on the curriculum under review, with teachers representing all grade levels and/or departments.

*Facilitators: Jennifer Kunze, Ellen Delaney, and/or designee*

A K-12 task force may comprise, as appropriate:

- Elementary teachers (curriculum leads and others - at least one per building with all grade levels represented)
- Secondary teachers ( curriculum leads and other(s) - at least two per department in each building)
- Learning Alternatives teacher
- ECFE teacher
- Student services: Special Education, Title I, English Language Learners, Gifted and Talented
- Instructional Technology Coordinator (as needed)

### **Professional Learning and Development Task Forces**

Professional learning and development task forces are formed to identify best practices related to context, process, and content for initiatives in the planning stages. In addition, task forces may be formed to evaluate professional development initiatives, conduct planning related to the Professional Learning and Development Academy. The work of the task forces will be presented to the TLA Advisory Council to ensure alignment with district-wide directions.

### **Leadership Roles**

The individuals who fill the following roles provide leadership and support at the district and school-levels, and work collectively to facilitate all aspects of the Continuous Systems Improvement Framework.

- Teacher Leaders
  - LTA Advisory Council members
  - Curriculum Leads
  - Instructional Coaches/Prof. Dev. Coordinators
  - School Learning and Equity Team members
- Coordinator of Learning and Teaching
- School-based professional learning coordinator (*Middle School TOSA(.5)*)
- PreK-12 Assessment and Inst. Tech. Coordinator
- High School Curriculum and Professional Development Coordinator (*High School Asst Principal (.5)*)
- Gifted and Talented Coordinators (*Elementary TOSA, Middle School TOSA (.6), High School TOSA (.5)*)
- Coordinator of HR: Recruiting and Prof. Dev.
- Principals, Directors, Assistant Principals
- Assistant Superintendent
- Superintendent

# ***Professional Learning and Development Framework***

## ***Spring Lake Park Schools***

### ***Purpose of Professional Learning and Development***

The purpose of professional learning and development in the Spring Lake Park Schools is to enhance the learning of all students by engaging all staff in ongoing learning and support that continuously and collaboratively develops their knowledge and skills.

Professional learning and development is essential to accomplishing high achievement for all students. Spring Lake Park School's Continuous Systems Improvement Framework purposefully integrates professional learning with the continuous improvement planning process at the site and department level, as well as within our practices related to curriculum, instruction, and assessment.

### ***Assumptions and Beliefs that Guide Our Work***

In alignment with the National Staff Development Council Standards, professional learning and development in the Spring Lake Park Schools:

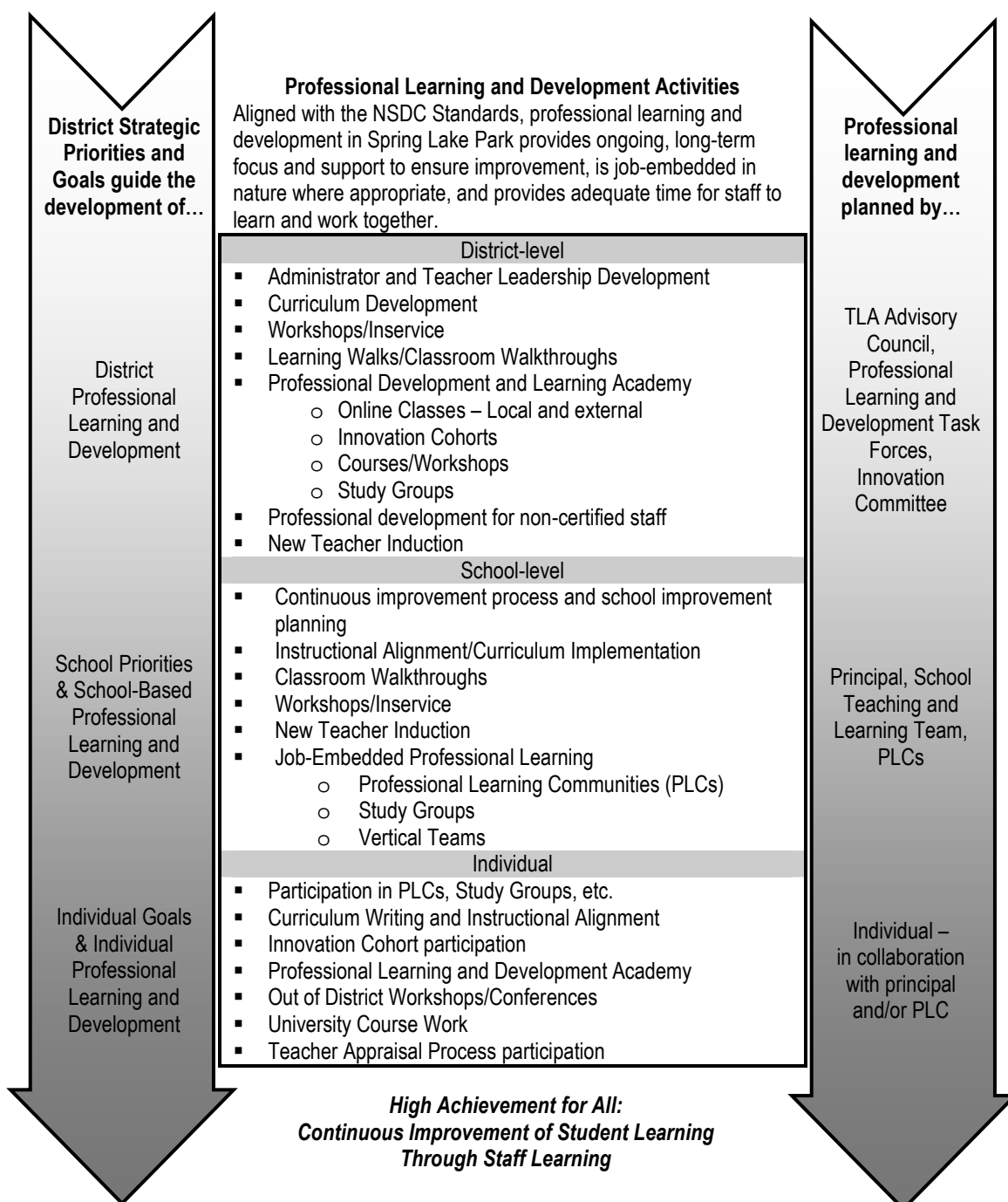
- creates and sustains a Professional Learning Community focused on student and staff learning throughout the district, fostering a norm of continuous improvement in the daily work of each school and all staff;
- is results-based, using a backwards planning model beginning with a clear focus on student learning;
- provides ongoing, long-term focus and support to ensure improvement, is job-embedded in nature, and provides adequate time for staff to learn and work together;
- aligns with the school's and district's strategic framework and continuous improvement goals;
- recognizes that change is dynamic and is an individual and organizational process that must be planned effectively to meet the varying needs of staff;
- is data-driven, evaluated for effectiveness beyond staff satisfaction, using multiple sources of information to identify evidence of success in student learning. This takes place on a regular basis so that plans can be adjusted to meet the learning needs of students and staff.

## Overview of Professional Learning and Development in Spring Lake Park

In Spring Lake Park, professional learning and development is at the core of school improvement. All learning is aligned with the district strategic framework and school continuous improvement priorities. Professional learning and development takes place at three levels: a) District-level; b) School-level and PLCs; and c) Individually.

The design of Spring Lake Park professional development at the district-level is based on student learning needs, curriculum development and implementation schedules, emerging best practices, and information gathered from staff. Staff and administrative leaders involved on the TLA Advisory play a critical role in determining the effectiveness of improvement and professional development initiatives. They work together to plan and assess professional development, and to provide embedded, structured time to ensure effective professional development takes place.

At the school-level, principals and teachers identify improvement needs and align professional learning to these needs. In addition, all teachers participate in collaborative teams, or professional learning communities, on a weekly basis at minimum, to engage in collective, embedded professional learning that includes activities such as goal setting, instructional alignment of curriculum, and development and study of common, formative student assessment data.



## **District Level Professional Development**

Results-driven, high quality professional learning and development activities, as well as appropriate evaluation and follow-up activities are essential if we are to be successful in responding to and meeting student learning needs. Increased student learning is the focus of Spring Lake Park's Continuous Systems Improvement Framework, consequently all professional learning and development activities are planned to support all staff in improving student learning. The assumptions and beliefs stated earlier guide district-level professional development planning.

### ***Leadership Development***

Effective leadership is essential to the success of any organization. Principals and teacher leaders lead continuous improvement efforts and provide the ongoing follow up and staff support necessary to ensure implementation of curriculum, improvement initiatives, and aligned professional development activities. Developing the leadership capacity to accomplish this effectively throughout our system is a central aspect of the Spring Lake Park Schools professional development focus. Therefore, administrators and teacher leaders throughout the district are involved in ongoing professional development activities to enhance their knowledge and skills related to leadership and facilitation.

These professional development activities occur on a regular basis, and involve a variety of professional development processes embedded within our work to meet our leaders' various needs, such as participation in ongoing workshops/courses and study groups. This leadership development includes district support of membership and active involvement in relevant professional organizations.

### ***Professional Learning and Development for Certified Staff***

#### *Curriculum Development*

Teachers and administrators are involved in the curriculum development process. This process involves a study of current practices within Spring Lake Park and benchmark districts, and a review of evidence-based best practices. Teachers are encouraged to participate in this professional learning opportunity. More information about this process can be found in the *Curriculum Development, Instructional Alignment, and Assessment Framework*. In addition, teachers and administrators have the opportunity to participate in classroom walkthroughs to assess the implementation of curriculum and identify professional development needs.

#### *Workshops/Inservice*

The district provides district-wide professional development on topics identified through curriculum development, staff needs assessment, and our continuous improvement planning and evaluation process. These inservices may occur on non-student contact days scheduled throughout the year in the district calendar, or involve teachers having the opportunity to be released from the classroom or attend workshops after-school, in the summer, etc.

#### *Innovation Cohorts*

Innovation Cohorts are developed to provide teachers with intensive, ongoing professional development on topics that: 1. are currently being introduced or implemented as district-wide initiatives; 2. an innovation that has been identified by a large number of staff as a high interest area or need through the annual needs assessment; and/or 3. is an emerging best practice that may be implemented as a district initiative in the future.

#### *Learning Walks/*

The assistant superintendent participates in learning walks in one or two schools on a weekly basis. All administrators will participate in learning walks/classroom walkthroughs to learn how other schools throughout the district have moved district-wide or school-based initiatives forward, and "share the wealth" of one another's learning throughout the district.

#### *Classroom Walkthroughs*

Instructional leaders, both administrators and teachers, participate in classroom walkthroughs on a regular basis. Walkthroughs are short visits, five to fifteen minutes, to classrooms that provide a snapshot of classroom environments, professional development and resource needs, and the levels of use of initiatives being implemented. The purpose is to view the entire school or district, not to evaluate individual teachers. Teachers can also request to participate in walkthroughs as a personal professional learning experience or as part of a school-wide or PLC process.

### *Professional Development and Learning Academy (PDLA)*

The Professional Development and Learning Academy will provide staff throughout the district with a variety of learning opportunities that align with district strategic directions and professional development improvement initiatives. In addition, we will provide learning opportunities on topics identified by staff as a need or interest area. A professional development task force will plan these opportunities each spring/summer for the following year, and revise this throughout the year to meet emerging needs. All opportunities will reflect best practice in professional development processes, providing ongoing focus and support. These opportunities may include, but are not limited to the following:

#### *Online Classes – Local and external*

It is always a challenge to get all staff who are interested in a learning opportunity together at the same time, restricting participation for some. In order to meet the varying needs and time demands of staff, online classes will be made available for staff in areas identified through the district-wide professional development planning process. In addition, online classes may be developed to support staff in the implementation of curriculum initiatives.

#### *Innovation Cohorts*

Innovation cohorts involve a cohort of staff participating in an ongoing study of a district initiative that is currently being implemented, will be implemented in the future, or is an emerging best practice being considered as an initiative in the future. The purpose of innovation cohorts is to provide an ongoing, intensive professional learning experience for staff to build their individual and collective capacity for successful implementation, to build their capacity as possible leaders at their respective building or department, and to identify appropriate professional development strategies that may or may not be effective to support all staff in the future.

#### *Courses*

Staff members will have opportunities to participate in courses that are developed after being identified through the district-wide professional development planning process, and may also be developed to support staff in the implementation of curriculum initiatives. These courses will be taught by internal staff and/or external staff as appropriate, and will be offered after-school and in the summer. Spring Lake Park staff may propose courses that they would like to see offered, or would like to teach, and that align with district-wide professional development goals to the TLA Advisory.

#### *Study Groups*

Staff members will have opportunities to participate in study groups that are developed after being identified through the district-wide professional development planning process. These study groups will be facilitated by internal staff whenever possible. Spring Lake Park staff may propose funding for study groups they would like to form to the TLA Advisory through the professional development planning process.

### ***Professional Learning and Development for Non-Certified Staff***

Non-certified staff are essential members of the Spring Lake Park Schools and are instrumental in influencing student learning. Professional development opportunities will be identified and made available to non-certified staff on an annual basis through PDLA and other opportunities. Professional development processes similar to those identified above will be implemented as appropriate.

### ***New Teacher Induction***

A comprehensive program of teacher induction is in place for teachers new to the Spring Lake Park Schools, and is a program we are continuously striving to improve. This induction program will involve training prior to the start of school, as well as mentoring and ongoing support throughout the school year. The Coordinator of Human Resources facilitates this process, and works with a team of experienced teachers from throughout the district in planning and leading the induction experience.

## **School-Based Professional Learning and Development**

Professional learning and development is facilitated at the school-level by the principal and the Teaching and Learning Team (TLT). Principals are the school instructional leaders who assist in and monitor curriculum implementation and professional development activities at the school level. They work in collaboration with the TLT and instructional coaches and/or school-based professional learning coordinators (as appropriate per building) to ensure the identification of school-wide improvement priorities, support staff in meeting these priorities through professional learning and development, as well as provide direction and support to all teachers as they work in their professional learning community teams to improve student learning.

Each school's professional development plan is embedded within their continuous improvement plan implemented by the school Teaching and Learning Team. This team, along with the principal, facilitates the assessment of student learning needs, current school-wide needs, and examines the district Strategic Framework and Operational Plan to determine priorities for improvement. Appropriate professional development activities are developed by the TLT to assist teachers in meeting the school-wide priorities. Finally, the TLT assesses the effectiveness of these professional development activities using the evaluation model described later in this framework.

Professional development that has high levels of learning for all students and staff as a central goal must create a structure that embeds professional learning within the culture of the school so that it is not one more thing we do, but defines "how we do our work." Professional learning and development activities at the school-level:

- are school-based and job-embedded with collaborative activities geared toward closing achievement gaps;
- are ongoing with a long-term focus;
- are adjusted to meet staff and student needs based on ongoing evaluation; and
- are supported by multiple resources and organizational structures; and

Professional development activities at the school level may include, but will not be limited to, the following:

### ***Continuous Improvement Planning at the School-Level***

- School-level improvement priorities will be identified/revised each year.
- School-level projects and professional learning activities are identified/revised annually and aligned with priorities.
- School-level professional learning and development evaluation is planned in conjunction with planning and will be completed annually to inform revisions to the ongoing plan.
- *School-level improvement goals and professional development plans, as well as summative evaluations of previous year progress, will be shared with the School Board annually.*
- *Formative evaluations will not need to be reported to the district office or School Board, but will be shared at TLA Advisory members as schools share progress and provide support to one another in their improvement efforts.*

### ***Job-Embedded Professional Learning***

#### *Professional Learning Communities (PLCs)*

All teachers in the Spring Lake Park Schools participate in a PLC Team on a weekly basis at a minimum. This time is embedded within the context of the school day, and involves teachers implementing job-embedded professional development processes focused on improving student learning through the continued investigation of the following questions: 1. What do we expect all students to learn; 2. How will we know they have learned the essential learning outcomes?; 3. How will we engage students and personalize learning; and 4. How will we respond when, despite our best efforts, a student experiences difficulty in learning, or deepen the learning for students who are exceeding expectations? As members of a PLC Team focus on each of the key questions, they also ask: *What do we need to know and be able to do so we are able to collectively clarify student expectations, assess progress, design effective learning experiences, and respond to student needs effectively?*

The embedded professional development processes implemented by PLCs may include, but are not limited to, any or all of the following: setting SMART goals, developing common assessments, examining student work, and lesson study. School principals and school TLTs will identify the work of PLCs throughout the building, and align their work with school-wide goals identified through the continuous improvement planning process.

#### *Vertical Teams*

Teachers may participate in vertical teams on a periodic basis. This will involve vertical teams within a building. Vertical teams meet to engage teachers in ongoing dialogue to reveal gaps and overlaps in the implementation of curriculum and/or to identify program strengths and weaknesses.

#### *Instructional Alignment/Curriculum Implementation*

Principals are the school instructional leaders who assist in and monitor curriculum implementation and professional development activities at the school level. They work in collaboration with the TLT, curriculum leads, and district curriculum coordinators to support staff in implementing the district Essential Learning Outcomes (ELOs). Curriculum implementation must be an ongoing conversation at the school level so that the variation between the taught curriculum and intended curriculum is revealed and acknowledged, and revisions to the ELOs are made as appropriate. The school professional development plan must include how the principal and TLT will facilitate and support staff in their ongoing efforts to map and revise the curriculum to meet student needs using Atlas as a resource.

#### *Classroom Walkthroughs*

Walkthroughs are short visits to classrooms that provide a snapshot of classroom environments, professional development and resource needs, and the levels of use of initiatives being implemented within the school. The purpose is to view the entire school, serving as a catalyst to school-wide dialogue, not to evaluate individual teachers. Teachers may participate in walkthroughs as a personal professional learning experience or as part of a school-wide or PLC Team process.

#### *Study Groups*

Staff members will have opportunities to participate in study groups that are developed after being identified through the school continuous improvement planning process. These study groups will be facilitated by internal staff whenever possible.

#### ***Workshops/Inservice***

The goal of professional learning and development at the school is to provide time for the staff to implement the curricular and instructional goals of their school continuous improvement plan. Workshop/inservice days will be set aside for the school to identify effective professional development activities that will facilitate professional learning and support staff in accomplishing school-wide goals.

### ***Individual Staff Development***

Each educator in the Spring Lake Park Schools is encouraged to engage in individual professional learning. This individual plan may encompass involvement in, but not be limited to, the following activities:

#### ***Curriculum Development***

Teachers and administrators are involved in the curriculum development process. This process involves a study of current practices within Spring Lake Park and benchmark districts, and a review of evidence-based best practices. Teachers are encouraged to participate in this professional learning opportunity.

#### ***Innovation Cohort participation***

Innovation cohorts involve a cohort of staff participating in an ongoing study of a district initiative that is currently being implemented, will be implemented in the future, or an emerging best practice being considered as an initiative in the future. The purpose of innovation cohorts is to provide an ongoing, intensive professional learning experience for staff while supporting their individual implementation.

#### ***Professional Development and Learning Academy***

The Professional Development and Learning Academy will provide staff throughout the district with a variety of learning opportunities that align with district strategic directions and initiatives, professional development improvement initiatives, and emerging best practices. In addition, we will provide learning opportunities on topics identified by staff as a need or interest area.

#### ***Out of District Workshops/Conferences***

There are many valuable conferences and workshops that are held outside of the district. Teachers have the opportunity to attend these conferences by submitting their requests to their building TLT, and demonstrating how it shows a connection to school-wide goals and initiatives, and will have an impact on student learning.

#### ***University Course Work***

The school district strongly encourages staff pursuit of graduate coursework. Whenever possible, the district will seek a partnership with local universities to offer graduate credit for online courses or traditional courses developed and offered locally.

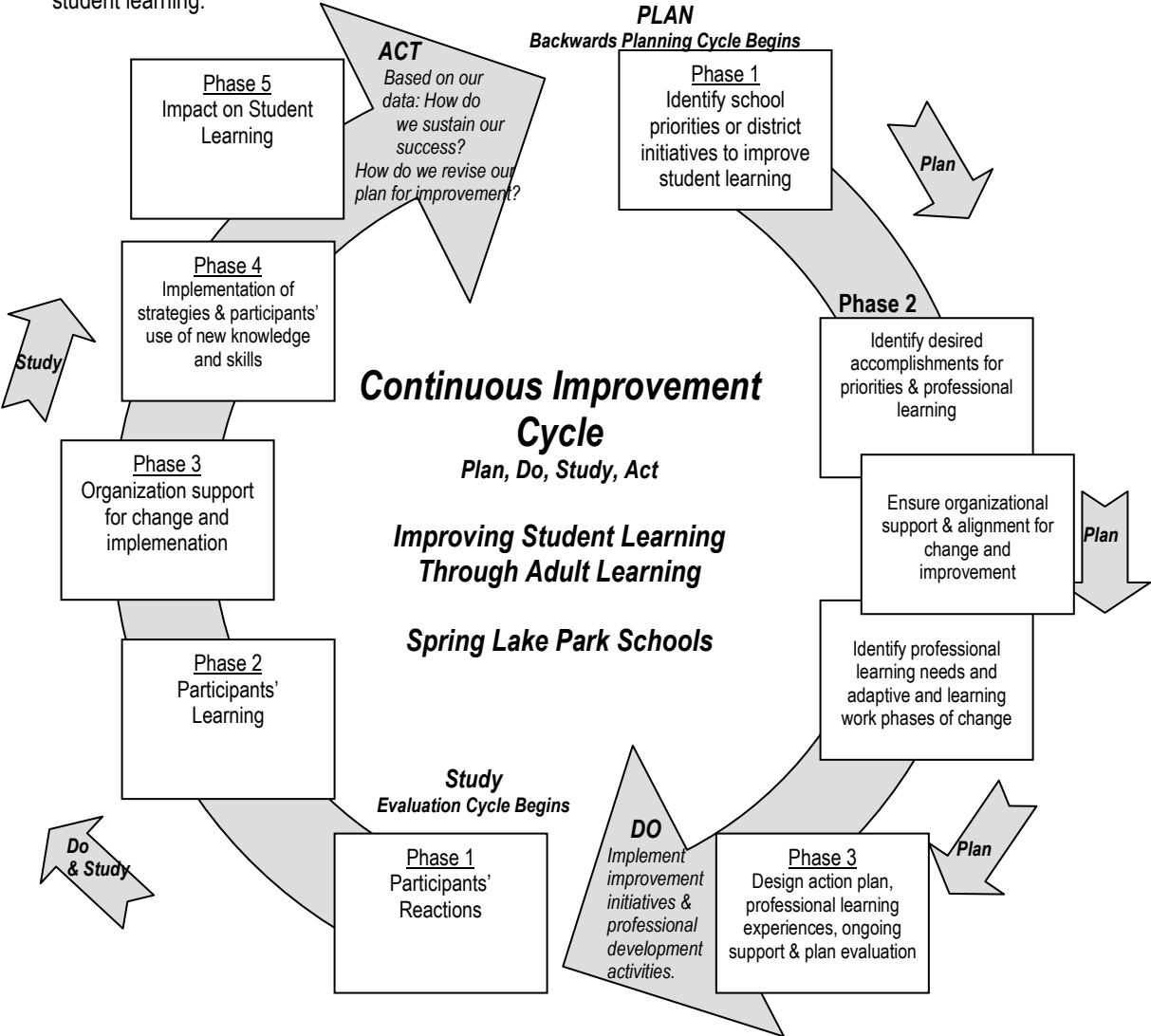
**Continuous Improvement Cycle: Planning and Evaluating Professional Development**

The planning and design of Spring Lake Park School’s professional learning and development is aligned with the National Staff Development Council’s Standards for Staff Development. It provides a cycle of improvement that focuses on effective planning and evaluation of improvement efforts and professional development. The process utilized at the district and school level will follow the steps outlined below and on the following pages.

Effectively planning and evaluating professional learning ensures that we are able to align the work of the adults throughout our system while encouraging and supporting new and experienced educators in their continuous effort to improve instruction, implement curriculum effectively, and appropriately respond to student learning needs. Effective evaluation informs decision-making, demonstrates evidence of success, and allows us to make appropriate revisions to meet student and staff needs.

School and district leaders, both administrative and teacher, play an important role in identifying improvement priorities, planning professional learning and development projects to accomplish the priorities, and evaluating the effectiveness of these efforts. Administrators support teachers in their professional development by providing needed resources and structured time set aside for professional learning. Teachers work collectively, along with administrators, to plan professional development at the building and district level. Again, the focus is aligning the work and learning of adults, resulting in improved student learning.

Professional learning and development is facilitated at the school-level by the principal and the Teaching and Learning Teams (TLT). Principals are the school instructional leaders who monitor curriculum implementation and professional learning processes. They work in collaboration with the TLT to identify school-wide improvement priorities, support staff in meeting these priorities through adaptive and learning work projects and professional development, as well as provide direction and support to all teachers as they work in their professional learning community teams to improve student learning.



# Continuous Improvement Cycle: Planning and Evaluating Professional Development

## Key Process Steps of Backwards Planning Using the Growth, Transition and Change Framework

Key process steps within each of the phases of backwards planning, as highlighted in the graphic on the previous page, is provided below. The Growth, Transition, and Change framework is used as the foundation of planning throughout this process as a means to align the work of adults within the school. It is only through this alignment that adult learning will result in improved student learning. We are using a backwards planning model because beginning with the end in mind is the first step to ensuring that students will benefit from improvement and professional development efforts. While these steps are explained sequentially, in real life these steps are integrated.

### Phase 1: Identify priorities/initiatives to improve student learning *(Aligns with Level 5 Evaluation)*

- Form your leadership team, develop a timeline or action plan to facilitate your continuous improvement planning, and set the stage for working effectively
- Revisit your Guiding Principles and revise as appropriate (building-specific purpose, values and beliefs, vision)
- Study your current system through the development of a **Growth, Transition, and Change (GTC)** map
- Assess current reality vs desired reality – what are your key accomplishments, challenges, and emerging questions?
  - Study school-information report and other pertinent data to assess progress: a) within success system and towards indicators of success; b) progress towards school priorities; and c) other appropriate data and information
- **Identify overarching desired results and school-level priorities (greatest areas of need)** that you need to focus on to improve student learning. These, along with any district initiatives, become “streams of change” on your **GTC** map.

### Identify desired accomplishments for priorities and professional learning *(Aligns with Level 4 and 5 Evaluation – Steps 1-4 and 6 of Strategic Action Map)*

- Conduct Root Cause Analysis to clarify focus (*current condition vs desired condition for each priority*)
- Conduct and/or review Best Practice Study
  - Educational research, benchmark schools, experts
  - Access internal expertise
- What are your assumptions that lead you to believe this priority will be successful and make an impact on your overarching desired student learning results?
- Identify and/or refine **desired accomplishments** (evidence of effectiveness) for priorities:
  - implementation of professional learning in practice (i.e. innovation configuration)?; student learning impact?

You may choose to develop a “Strategic Action Map” for each school priority, or complete page. The development of the map would take you through Phase 2 processes.

### Ensure organizational support and alignment for change and improvement *(Aligns with Level 3 Evaluation – Utilize GTC and Steps 5 and 10 of Strategic Action Map)*

- Revise draft of **GTC** map to clarify system balance and timeframe for accomplishment of adaptive and learning work projects.
  - Ensure organizational structure and support is in place for success
  - Do we have a manageable number of projects within our school/program?
  - What will you keep doing (standard work)? stop doing (what needs to leave the system)?
- Purposefully **limit the number of projects** you will be working on now, assessing how many you can successfully manage
- Identify “experts within” and/or outside resources that can provide leadership and support

These areas of phase 2 are interdependent processes that must be considered together when planning.

### Identify professional learning needs and learning and adaptive work phases of change *(Aligns with Level 2 Evaluation – Steps 7-9 of Strategic Action Map)*

- Identify phases of change, **learning and adaptive work projects**, and activities within these phases
  - What are the **desired results, in the next 30, 60, 90 days, 12 months**, for each phase of the process?
  - Identify **new knowledge and skills** needed by staff to accomplish priorities and/or projects

### Phase 3: Design action plan, professional learning experiences, provide ongoing support and plan evaluation *(Aligns with Level 1 Evaluation – Action Planning)*

- Develop **action plans for implementation of projects and professional learning** you agree to begin working on now, in the short-term. These should be mapped out in your **GTC** map
- Establish a system to provide ongoing support and monitoring and to meet differentiated needs of staff
- Develop an evaluation plan as you develop your action plan(s) to monitor and refine your implementation. Improvement planning and evaluation should not be done in isolation. Use the *Evaluation Cycle* to assist in your planning.

Phase 2

## Continuous Improvement Cycle: Evaluation Cycle

Evaluation of continuous improvement initiatives and professional development activities needs to be an ongoing process that is initiated as part of the continuous improvement planning process. All professional development activities at the district and school-level are monitored and evaluated for their effectiveness and impact on student learning. Evaluation is used to determine if a planned initiative met stated goals, as well as to modify and improve current and future activities. When deciding how results of the continuous improvement and professional development efforts will be evaluated, each of the levels in the table below must be addressed.

Spring Lake Park utilizes the process below to move from what Joellen Killion (2002) describes as black box evaluations to glass box evaluations. Black box evaluations focus only on results rather than what occurs in the program or is causing results. The interest is only in knowing if the outcome occurred, and does not seek to understand how a program produced results or what future staff needs are. Glass box evaluations, on the other hand, illustrate how all the elements of an improvement effort and their professional development activities produce results. The implementation and impact are evaluated so that information is gathered to identify needed adjustments and staff support desired and required, increasing the likelihood of producing desired results for students.

Formative assessments developed at the school level as part of a “Glass Box” evaluation are to be used for the schools’ information and do not need to be reported to the district or School Board, but will be shared by TLA Advisory members as they support one another in their work. Formative assessments should be conducted by the school teaching and learning team to: 1. assess the accomplishment of the intended goals of the professional development activities; 2. monitor and adjust planned professional development activities as needed; 3. gather and analyze participants’ level of learning and implementation of new knowledge and skills; and 4. determine progress towards priorities of the continuous improvement plan. Each year the school will provide a summative statement linking their school improvement and professional development activities to student learning. The summative assessment will also provide evidence of increased teacher knowledge and skills as a result of the schools professional development initiatives.

Study Evaluation Cycle	What Questions Are Addressed?	How Will Information Be Gathered? <i>Suggested Options</i>	What is Measured or Assessed?	How Will Information be Used?
<b>1. Participants' reactions</b>	<ul style="list-style-type: none"> <li>▪ Did they like it?</li> <li>▪ Was their time well spent?</li> <li>▪ Did the material make sense?</li> <li>▪ Will it be useful?</li> <li>▪ Was the leader knowledgeable and helpful?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaires administered at the end of the session</li> <li>▪ Focus groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial satisfaction with the experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ To improve program design and delivery</li> </ul>
<b>2. Participants' learning</b>	<ul style="list-style-type: none"> <li>▪ Did participants acquire the intended knowledge and skills?</li> <li>▪ Do they understand how the initiative fits in the big picture?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simulations and demos</li> <li>▪ Participant reflections (oral and/or written)</li> <li>▪ Participant portfolios</li> <li>▪ Case study analyses</li> <li>▪ Open-ended statements</li> </ul>	<ul style="list-style-type: none"> <li>▪ New knowledge and skill of participants</li> <li>▪ Staff Concerns (Hord and Hall CBAM)</li> <li>▪ KASAB (Killion)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To improve program content, format, and organization</li> </ul>
<b>3. Organization support and change</b>	<ul style="list-style-type: none"> <li>▪ Did it affect organizational climate and procedures?</li> <li>▪ Was implementation advocated, facilitated, and supported?</li> <li>▪ Was the support public and overt?</li> <li>▪ Were problems addressed quickly and efficiently?</li> <li>▪ Were sufficient resources made available?</li> <li>▪ Were successes recognized and shared?</li> </ul>	<ul style="list-style-type: none"> <li>▪ District and school records</li> <li>▪ Minutes from follow-up meetings</li> <li>▪ Questionnaires</li> <li>▪ Focus groups and interviews</li> <li>▪ One-legged interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ The organization's advocacy, support, accommodation, facilitation, and recognition</li> <li>▪ Staff Concerns (Hord and Hall CBAM)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To document and improve organizational structure and support to accomplish priorities and projects</li> <li>▪ To inform future change efforts</li> <li>▪ To identify what needs to leave the system</li> </ul>
<b>4. Implementation of strategies &amp; participants' use of new knowledge and skills</b>	<ul style="list-style-type: none"> <li>▪ Did participants effectively apply the new knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaires, participant reflections and concerns, open-ended statements</li> <li>▪ Structured interviews and/or focus groups</li> <li>▪ Classroom Walkthroughs and/or observations</li> <li>▪ One-legged interviews</li> <li>▪ Video or audio tapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff Concerns and Levels of Use (Hord and Hall CBAM)</li> <li>▪ Degree and quality of implementation</li> <li>▪ KASAB (Killion)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To document and improve the implementation of program content</li> </ul>
<b>5. Impact on student learning</b>	<ul style="list-style-type: none"> <li>▪ What was the impact on students?</li> <li>▪ Did it affect student performance or achievement?</li> <li>▪ Did it influence students' physical or emotional well-being?</li> <li>▪ Are students more confident as learners?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student records</li> <li>▪ School records</li> <li>▪ Questionnaires</li> <li>▪ Focus groups and/or interviews with students, parents, teachers, administrators</li> <li>▪ Student achievement data collected</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student learning outcomes: Cognitive (performance and achievement); Affective (attitudes and dispositions); Psychomotor (skills and behaviors); Intended and unintended.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To focus and improve all aspects of program design, implementation, and follow-up</li> <li>▪ To demonstrate the overall impact of professional development</li> </ul>

References: Developed using the following resources primarily, through which more information can be found: Guskey. Evaluating professional development and other resources; Hirsch. Putting staff development on target. Killion. Assessing Impact: Evaluating staff development; Rockwood, MO professional development plan.

## **Standards in Practice: The National Staff Development Council's Standards for Staff Development**

Professional development is the means by which educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students. The National Staff Development Council's (NSDC) Standards for Staff Development recognize that sustained, intellectually rigorous staff development is essential for everyone who affects student learning, and are intended to be used by schools and districts to improve the quality of their professional development efforts (NSDC's Standards for Staff Development, 2001).

The Spring Lake Park Schools embed the context, process, and content standards of the National Staff Development Council throughout our continuous improvement process to ensure that our professional learning and development activity leads to increased student learning. The NSDC Standards are shared below, followed with examples of how we embed these standards within our day to day practice in the Spring Lake Park Schools.

**Context Standards** address the organization, system, and culture in which professional learning will be implemented.

- Staff development that improves the learning of all students...
  - organizes adults into **Learning Communities** whose goals are aligned with those of the school and district.
  - requires skillful school and district **Leadership** that guides continuous instructional improvement.
  - requires **Resources** to support adult learning and collaboration.

*Context standards in practice within the Spring Lake Park Schools:*

- District TLA Advisory members, buiding TLT members, administrators, and teacher leaders are actively involved in school improvement and professional learning planning
- Time for teachers and staff to engage in conversations and planning through job-embedded professional learning, Professional Learning Community Teams, will be embedded within the school day on at least a weekly basis
- Administrators and teacher leaders are involved in professional learning to enhance their leadership and facilitation knowledge and skills. These leaders provide the ongoing follow up and support necessary to ensure implementation of improvement initiatives and aligned professional development activities

**Content Standards** refers to the "what" of staff development, beginning with a focus on what students must know and be able to do.

- Staff development that improves the learning of all students...
  - focuses on **Equity**, preparing educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
  - focuses on **Quality Teaching**, deepening educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting academic standards, and prepares them to use various types of classroom assessments appropriately.
  - Provides educators with knowledge and skills to improve **family involvement** and the involvement of other stakeholders.

*Content standards in practice within the Spring Lake Park Schools:*

- Professional learning is aligned with the curricular and instructional components of the school's improvement plan.
- Professional learning activities are planned to improve the learning of all students, deepen teacher and staff content knowledge, and provide them with core research-based instructional strategies necessary to assist students in meeting rigorous academic standards.
- Content of the professional development plan is cohesive, cumulative, and comprehensive, focused on application of new knowledge, skills, and strategies for the purpose of student learning and quality teaching.

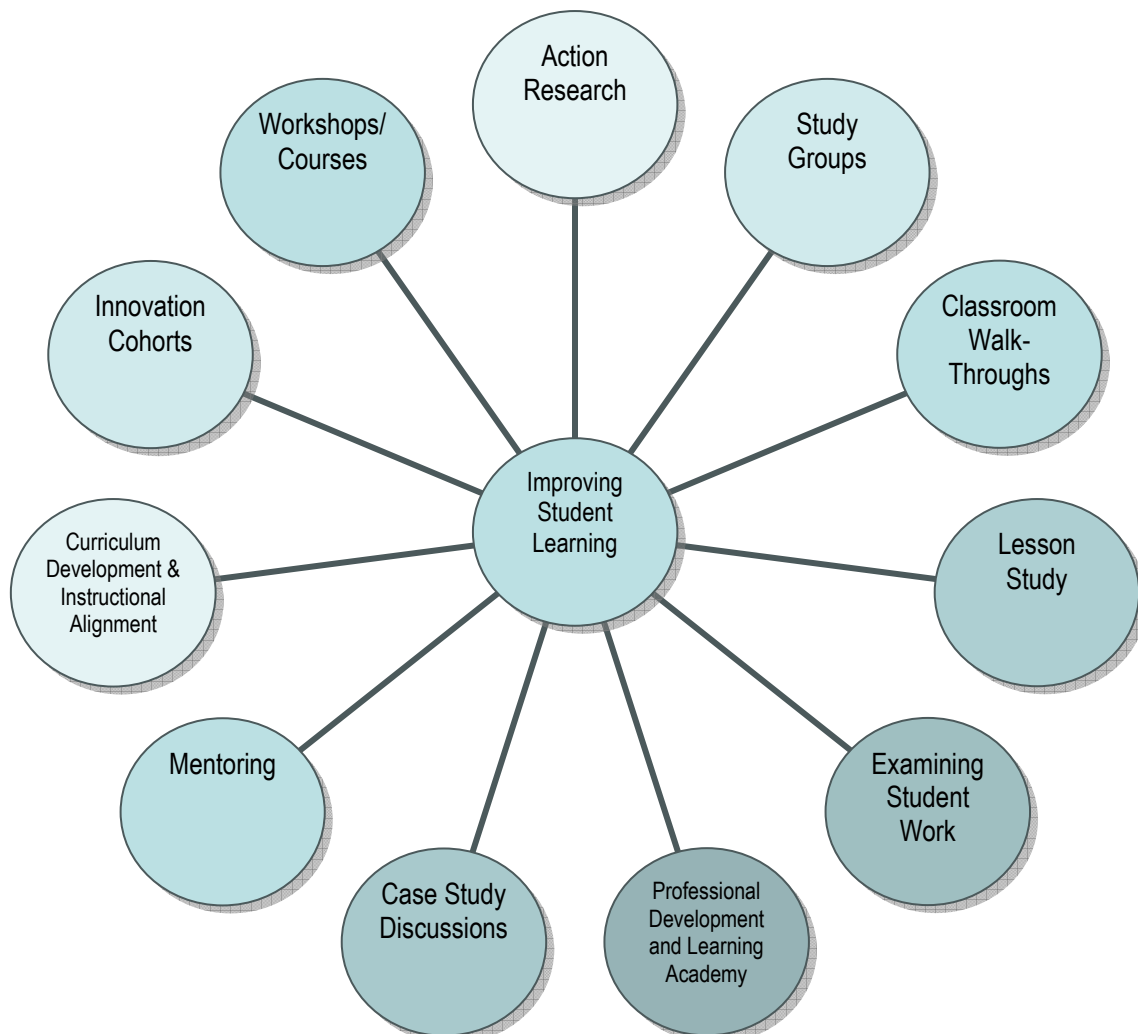
**Process Standards** refer to the “how” of staff development.

- Staff development that improves the learning of all students...
  - is **data-driven**, using disaggregated student data to determine adult learning priorities, monitor progress, and sustain continuous improvement.
  - uses multiple sources of information for **Evaluation** to guide improvement and demonstrate the impact of professional development.
  - is **Research-based**, preparing educators to apply research to decision-making.
  - purposefully plans the **Design** of professional learning, using learning strategies appropriate to the intended goal.
  - applies knowledge about human **Learning** and change.
  - provides educators with the knowledge and skills for effective **Collaboration**.

*Process standards in practice within the Spring Lake Park Schools:*

- Disaggregated student achievement data is used to determine goals of the professional development plan, monitor progress, and help sustain continuous improvement.
- Professional learning is embedded and differentiated as much as possible according to participant’s level of knowledge, expertise and/or interests whenever feasible.
- Research-based models of professional learning practices and protocols are implemented, and teachers leaders are trained in their use. These practices may include but are not limited to the following activities listed in the Wheel of Professional Development Activities:

### **Wheel of Professional Development**



Valuable resources for professional development processes, and used to identify the above activities: Brown Easton. (2004). Powerful designs in professional learning; Tools for schools: NSDC. (January, 2001). If not a workshop, then what; Austin, TX. PD Wheel of Assistance.

## **Budget**

Each school will receive resources to facilitate their continuous improvement and professional development efforts. The majority of resources should be directly aligned with the continuous improvement goals, and professional development initiatives the school has identified. However, there also needs to be room for personal growth, consistent promotion of parent involvement, and curricular support at the building level. The principal and TLT are responsible for utilizing the resources so they reflect the budget breakdown below:

Continuous Improvement (60-65%+): This funding area is targeted at developing and implementing your continuous improvement plan, including school-wide professional development activities.

Curriculum Implementation/Instructional Alignment (10%+): This funding is used to support staff implementation of curriculum during the assess and adjust phases of the curriculum development cycle, as well as to support staff in responding to student needs.

Personal Professional Growth (10-15%): This funding area is to support the personal development of individual teachers. While the district Professional Learning and Development Academy will offer a variety of learning opportunities, other valuable learning opportunities may arise for staff that would support her/him in their personal learning. Requests are made to the school TLT with evidence of how participation will directly impact the teacher's day to day work, and student learning.

Parent Involvement (10%): Family and community connections have been identified as a strategic direction in the district Strategic Framework for the Future. The principal should designate the TLT or another group to facilitate professional development activities that would enhance family and community connections.

Support Staff Professional Development (5%): This funding area should provide meaningful professional learning experiences for the support staff in the building. While these staff members will also participate in activities outlined through the continuous improvement planning process, experiences that relate directly to their day to day work should be provided.

## **Teacher Induction**

All new teachers participate in an induction program during August of their first year. In addition, new teachers participate in a learning community of new teachers throughout the year, facilitated by experienced classroom teachers and Curriculum and Professional Development Coordinators, to support one another in their experience.

## **Innovation Configurations, Worksheets, and Documents Found in Appendix**

Professional Learning Communities in Spring Lake Park: Innovation Configuration  
Assessment for Learning in Spring Lake Park: Innovation Configuration  
CBAM Information  
Continuous Improvement Plan Template  
A Guide for Professional Learning Communities: A planning template  
A Guide to Backwards Design for the Classroom Teacher: A planning template

# ***Curriculum Development, Instructional Alignment, & Assessment Framework***

## **Spring Lake Park Schools**

### ***Purpose of Curriculum Development, Instructional Alignment, and Assessment***

The purpose of the Spring Lake Park Schools Curriculum Development and Instructional Alignment Framework is to facilitate high achievement for all learners by continuously improving the quality and articulation of the learning experiences we deliver.

Through ongoing study and evaluation of our system we align classroom instructional and assessment practices towards the successful student achievement of our Essential Learning Outcomes. We also recognize that all students learn differently. This framework provides a structure for professional practice that is used by staff to engage and motivate all learners to acquire, practice, and apply their learning in varied and meaningful contexts. In order to support teachers in this work, the Spring Lake Park Schools are committed to engaging staff in high-quality, ongoing, embedded professional learning and providing up-to-date instructional resources that reflect evidence-based best practice.

### ***Assumptions and Beliefs that Guide Our Work***

The Spring Lake Park Schools will continuously improve the quality and articulation of students' learning experiences by:

- continuously improving K-12 vertical and horizontal articulation, free of gaps and repetitions. This requires providing the structure and ongoing time and support for staff to engage in embedded professional learning, through PLCs and horizontal team meetings, to successfully align our *intended, taught, and assessed curriculums* and effectively respond to student learning needs (Ainsworth, 2003; Hayes-Jacobs, 2000; DuFour, 2004, Zmuda et al, 2004; Lambert, L. 2003; Conzemius, A and O'Neill, J., 2001).
- using a backwards design model to curriculum development that is driven by defining desired student results and acceptable evidence to measure student success prior to planning learning experiences (Marzano, 2003; Wiggins & McTighe, 2004; Brown, 2004; Reeves, 2003; Stiggins, 2004, English, 2000).
- integrating assessment of and for learning in our day to day practices. Formative and summative assessments will be aligned with the intended and taught curriculum. Assessment results are used to guide professional learning and development planning, SMART goal identification, and to assess the effectiveness of curriculum so just-in-time interventions can occur (Black, et al, 2004; Marzano, 2003, 2004; Arter, J. A and Busick, K.U., 2001; Reeves, 2003; Pellegrino, J., 2004; Brown, J, 2004; Stiggins et al, 2004; Conzemius, A and O'Neill, J., 2001; Wiggins and McTighe, 2004).
- developing a common language and set of practices among staff to facilitate the continuous improvement process.
- aligning professional learning and development with curriculum initiatives so that staff have the support to implement the curriculum effectively. Staff receive ongoing, focused professional learning to support their effort.
- adhering to standards and evidence-based best practices through our curriculum development process.
- ensuring parent and citizen input in the process of curriculum development.

## ***An Overview of Spring Lake Park Schools Curriculum Development, Instructional Alignment and Assessment Process***

The practices of continuous improvement inform curriculum development and instructional alignment. Curriculum for each subject area is developed through a process of backward design. Curriculum development is viewed as a system of managing student learning. The process begins at the district level and moves to the classroom level.

A viable curriculum purposefully aligns the *intended curriculum, taught curriculum, and assessed curriculum*. This requires consistency and articulation in delivery up the grade levels and across a grade level or course, as well as flexibility in how teachers are able to adapt the curriculum to meet the varying needs of their students.

### *Curriculum Development (Intended Curriculum):*

The Essential Learning Outcomes that students will achieve at each grade level are identified at the district level through the curriculum development process. Spring Lake Park graduate expectations guide this backwards design. State standards, national standards, and local practices drive decision-making, development, and revision.

### ***Essential Learning Outcomes***

Essential Learning Outcomes are measurable outcomes that define what we expect each student to know, understand and be able to do in each curricular area and at each grade level and serves as the ***intended curriculum***. This framework serves as a guide for focusing instruction and mapping the taught curriculum at the school-level. Elements of the Essential Learning Outcome document include:

- *Enduring Understandings*: Statements that clearly articulate the big ideas that promote long term understanding of the discipline or subject area that have lasting value beyond the classroom. These are the important understandings that we want students to retain after they may have forgotten the details (Brown, 2004; Wiggins & McTighe, 1998)
- *Essential Questions*: Focus our attention on what is important. They foster inquiry, understanding, and transfer of learning. They occur naturally and should be asked over and over (Brown, 2004; Wiggins & McTighe, 1998)
- *Learning Targets*: Specify, in measurable terms, what all students should know and be able to do to achieve desired understandings and answer essential questions (Brown, 2004). These will be identified for each subject within each grade level
- *Assessment Plan*: Determining acceptable evidence, assessments of learning (summative), to assess and to evaluate student achievement of desired results.

### *Assessment for Learning (Assessed Curriculum):*

Assessments, formative and summative, are designed to measure student learning of our intended curriculum. The results of these assessments are used by the teacher to modify instruction to meet student needs.

### ***Formative Assessment (Assessment for Learning)***

Assessment for learning promotes ongoing student growth. It includes the frequent assessments that measure students' knowledge or ability regarding a specific concept/skill, and allows a teacher and her/his student to identify her/his strengths and weaknesses. Teachers use formative assessment as a teaching tool to guide future instruction and to improve upon weaknesses.

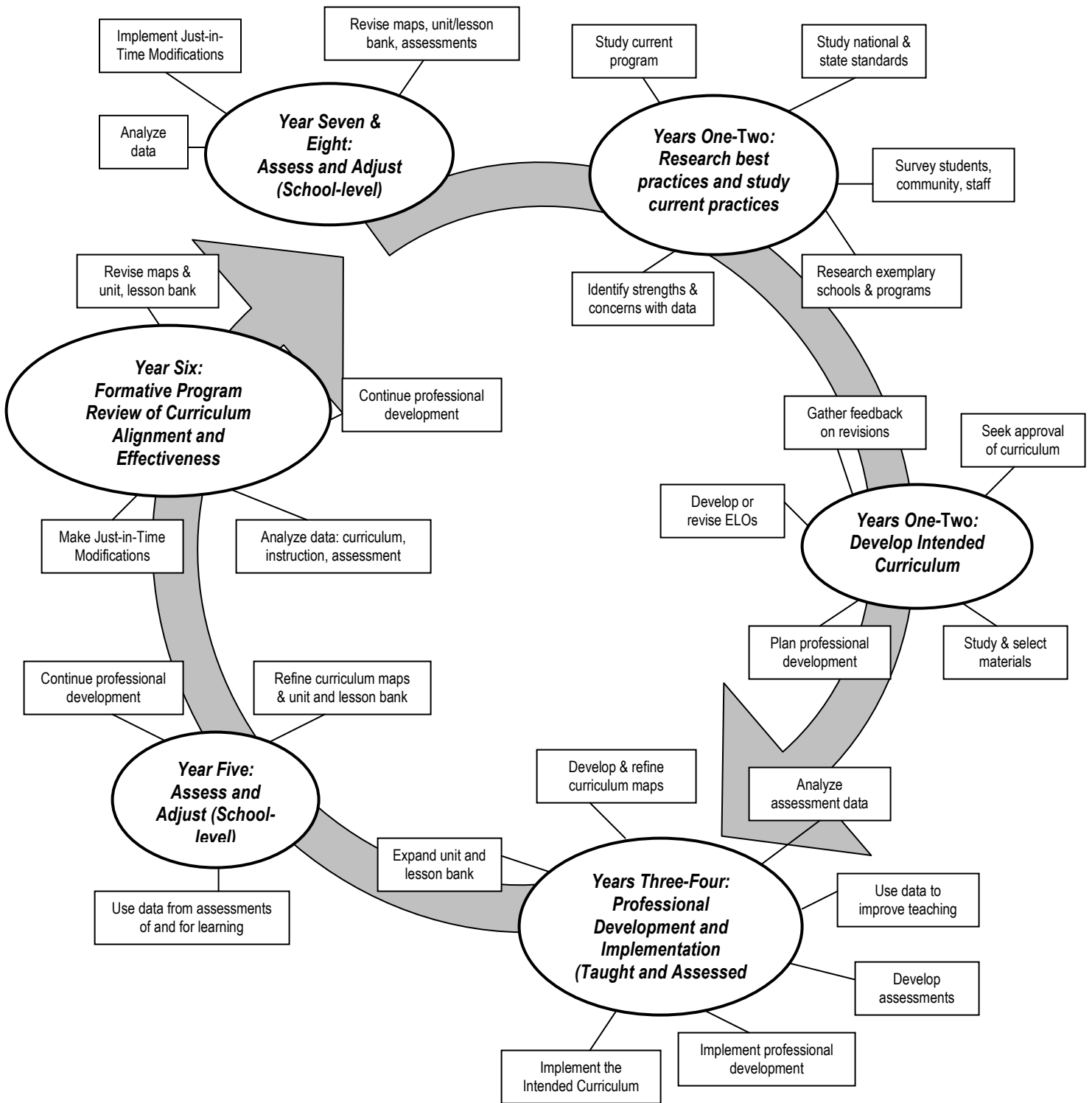
### ***Summative Assessment (Assessment of Learning)***

Assessment of learning provides a snapshot of what a student knows at a given point in time. It is often used to report achievement status to others. It is often an assessment that measures students' knowledge or ability at the conclusion of a unit or an end of course study.

### *Instructional Alignment (Taught Curriculum):*

The intended curriculum provides the targets that are taught in the classroom. Teachers use these targets to collaboratively and individually develop instructional plans and assessments to appropriately identify and respond to student needs. Time is formally scheduled so that PLCs and vertical teams can engage in ongoing conversations to ensure articulation of the curriculum and to reveal and eliminate gaps and overlaps.

Throughout this process key documents will be developed. It is critical to remember that these documents may be modified by staff as dictated by student needs and evidence-based best practices.



## **Spring Lake Park Schools Curriculum Development and Instructional Alignment Practices**

## Spring Lake Park Schools Curriculum Development and Instructional Alignment Process

	<b>Activity</b>	<b>Purpose</b>	<b>Guiding Questions</b>	<b>Process</b>	<b>Desired Results</b>	<b>Participants</b>
<b>Phase I: Research and Development (Intended Curriculum)</b>	<p><b>Years One-Two: Research best practices and study current practices</b></p> <p><i>[Math &amp; Language Arts committees may this work during Year 8]</i></p> <p><b>Development (Intended Curriculum)</b></p>	<ul style="list-style-type: none"> <li>To identify evidence-based best practices in the discipline</li> <li>To identify the Spring Lake Park current practices and curriculum in the discipline</li> <li>To analyze the effectiveness of the Spring Lake Park current practices in the discipline</li> </ul> <ul style="list-style-type: none"> <li>To revise and/or identify Essential Learning Outcomes</li> <li>To recommend evidence-based instructional materials and practices in this discipline</li> <li>To identify professional learning and development needs to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>What does the research tell us about teaching and learning within this discipline?</li> <li>How do our current Essential Learning Outcomes (ELO's: Enduring Understandings, Essential Questions, Learning Targets, and Assessments of Learning), instructional practices and resources align with the research?</li> <li>Where are our gaps and overlaps?</li> </ul> <ul style="list-style-type: none"> <li>What revisions are needed in our ELO's?</li> <li>What instructional materials and practices are needed for curriculum implementation?</li> <li>What is the Year Three professional development plan for implementing the intended curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a study of evidence-based best practices of curriculum and instruction in the discipline, including state and national standards, benchmark districts/schools</li> <li>Conduct a study of the current program.</li> <li>Compare and contrast the studies.</li> <li>Update and gather feedback from Systems Improvement Advisory Council (SIAC).</li> <li>Update TLA Advisory Council.</li> </ul> <ul style="list-style-type: none"> <li>Develop or make revisions to the ELO's, based on the findings highlighted in the Executive Summary document</li> <li>Update and gather feedback regarding ELO's from the teaching staff, SIAC, and TLA Advisory Council</li> <li>Submit curriculum revision to the Assistant Superintendent for TLA Advisory Council review and to the School Board for approval</li> <li>After the ELO's are revised, identify potential instructional resources and pilot materials using the established criteria</li> </ul>	<ul style="list-style-type: none"> <li><b>Executive Summary</b> containing: <ul style="list-style-type: none"> <li>Best practice review</li> <li>Current practice review</li> <li>Directions and beliefs</li> <li>Instructional practices model, may include Innovation Configuration</li> <li>Criteria for resource selection</li> </ul> </li> </ul> <p><i>Template included in appendix</i></p> <ul style="list-style-type: none"> <li>Curriculum Task Force develops the Curriculum and revises the Executive Summary to include the revised ELO's.</li> <li>Recommendation for: <ul style="list-style-type: none"> <li>Core instructional resources</li> <li>Long term professional development plan</li> <li>Budget proposal</li> </ul> </li> <li>Pacing guide/sample curriculum map upon selection of core materials (identifies recommendations for when ELO's will be taught, materials or activities for use, and assessments to measure student learning)</li> </ul>	<p>PreK-12 Curriculum Task Forces to be formed in spring-summer prior to year 1:</p> <ul style="list-style-type: none"> <li>Elementary, Middle, HS staff</li> <li>Special Education, Title I/Basic Skills</li> <li>SIAC/Community input required</li> <li>Coordinator(s)/Admin</li> </ul> <p>6-12 Areas: Same as above except for Title I, Elem. and Special Ed</p> <p>PreK-12 Areas</p> <ul style="list-style-type: none"> <li>Elementary, Middle, HS staff</li> <li>Special Education staff</li> <li>Title I LA &amp; Math staff</li> <li>SIAC/Community input required</li> <li>Coordinator(s)/Admin</li> </ul> <p>6-12 Areas: Same as above except for Title I, Elem. and Special Ed</p>
<b>Phase II: Professional Development and Implementation</b>	<p><b>Years Three-Four: Professional Development and Implementation (Taught and Assessed Curriculum)</b></p>	<ul style="list-style-type: none"> <li>To implement the ELO's, instructional practices, and resources. (Year Three)</li> <li>To ensure the alignment of the intended, taught, and assessed curriculum. (Year Four)</li> <li>To ensure professional development and support necessary for effective implementation and improved learning for all students</li> </ul>	<ul style="list-style-type: none"> <li>Are we teaching the intended curriculum as it was designed?</li> <li>Are we making progress towards our desired results?</li> <li>What additional professional development and support is needed at individual buildings?</li> </ul>	<ul style="list-style-type: none"> <li>Implement the intended curriculum</li> <li>Facilitate the development and/or revision of curriculum maps</li> <li>Develop, implement, analyze, and respond to common formative and summative assessments</li> <li>Provide professional development.</li> <li>Establish exemplary lesson bank</li> </ul>	<ul style="list-style-type: none"> <li>Common formative and/or summative assessments (school and district level)</li> <li>Revised curriculum maps</li> <li>Revised assessment and professional development plan as needed (school and district level)</li> <li>Exemplary unit and lesson bank</li> </ul>	<ul style="list-style-type: none"> <li>Facilitated by Curriculum Assistants and Principals in elementary buildings with the support of the Elementary Curriculum and Professional Development Coordinator and Director of Teaching, Learning, and Accountability</li> <li>Facilitated by Principals and Secondary Curriculum and Professional Development Coordinators in the middle and high school with the support of Director of Teaching, Learning, and Accountability</li> </ul>

## Spring Lake Park Schools Curriculum Development and Instructional Alignment Process

	<b>Activity</b>	<b>Purpose</b>	<b>Guiding Questions</b>	<b>Process</b>	<b>Desired Results</b>	<b>Participants</b>
<b>Phase III: Assess and Adjust</b>	<b>Year Five: Assess and Adjust (School-level)</b>	<ul style="list-style-type: none"> <li>To continue to assess and adjust curriculum based on student achievement results</li> </ul>	<ul style="list-style-type: none"> <li>Are we teaching the intended curriculum as it was designed?</li> <li>Are we making progress towards our desired results?</li> <li>What additional professional development and support is needed at individual buildings?</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing implementation of assessments of and for learning</li> <li>Revise curriculum maps, assessments, and professional development plans as needed</li> <li>Analyze student progress</li> <li>Continue additions to lesson bank</li> </ul>	<ul style="list-style-type: none"> <li>Common formative and/or summative assessments (school level)</li> <li>Revised curriculum maps</li> <li>Revised assessment and professional development plan as needed (school level)</li> <li>Exemplary unit and lesson bank</li> </ul>	All staff in appropriate area
	<b>Year Six: Formative Program Review of Curriculum Alignment and Effectiveness (District-level)</b>	<ul style="list-style-type: none"> <li>To analyze disaggregated student achievement data at the district level.</li> <li>Recommend changes in curriculum, instructional practices and materials.</li> <li>To ensure that professional development is aligned to student achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Are we getting our desired results?</li> <li>What revisions in our ELO's, instructional materials and practices are needed?</li> <li>What additional professional development is needed in response to student data?</li> </ul>	<ul style="list-style-type: none"> <li>Analyze curriculum, instruction and assessment practices as reflected in the student data.</li> <li>Revise maps of taught curriculum</li> <li>Continue additions to exemplary lesson bank</li> <li>Recommend professional development plan</li> <li>Continue to assess and adjust curriculum at the school-level; or identify the need for systemic improvements through Just-in-Time Modifications</li> </ul>	<ul style="list-style-type: none"> <li>District level <i>Formative Program Review</i> <ul style="list-style-type: none"> <li>Summary of analysis of student achievement data</li> <li>Task Force summary of program review and recommendation for next action.</li> <li>Revised assessments as needed</li> <li>Recommendation of Just-in-Time Modifications if deemed necessary</li> </ul> </li> <li>Revised professional development plan</li> <li>Revised assessment and professional development plan as needed (school and district-level)</li> <li>Exemplary unit and lesson bank</li> </ul>	<p>PreK=12 Formative Task Force to be formed in the spring or summer prior to year 6.</p> <p>Curriculum Coordinator(s) facilitate program review. Elementary, Middle, and High School curricular leads involved on task force.</p>
	<b>Year Seven &amp; Eight: Assess and Adjust (School-level)</b> <i>This process is ongoing through years one and two of process until revised ELOs developed</i>	<ul style="list-style-type: none"> <li>To continue to assess and adjust curriculum based on student achievement results</li> <li>To implement Just-in-Time Modifications as needed</li> </ul>	<ul style="list-style-type: none"> <li>Are we teaching the intended curriculum as it was designed?</li> <li>Are we making progress towards our desired results?</li> <li>What additional professional development and support is needed at individual buildings?</li> <li>Where are our student achievement gaps?</li> </ul>	<ul style="list-style-type: none"> <li>Implement Just-in-Time Modifications identified through <i>Formative Program Review</i> as needed</li> <li>Ongoing implementation of assessments of and for learning</li> <li>Revise curriculum maps, assessments, and professional development plans as needed</li> <li>Analyze student progress</li> <li>Continue additions to lesson bank</li> </ul>	<ul style="list-style-type: none"> <li>Curricular Improvement Plan, including Just-In Time Modifications and Needs Analysis Summary</li> <li>Revised assessment and professional development plan as needed (school and district-level)</li> <li>Exemplary unit and lesson bank</li> </ul>	All staff in appropriate area

**Spring Lake Park Schools**  
**Curriculum Development and Instructional Alignment Cycle**

<b>Cycle of Activities</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Year One:</b> <i>Research best practices and study current practices</i>	World Language Science (K-5)	Business Educ (6-12) Media Technology (K-12)	Math (preK-12) <i>Grades 6-12 pd in math and implement draft ELOs, refine &amp; finalize, research instructional best practices</i>	Health/Phy. Educ. (K-12) OEC (9-12)	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12)	Industrial Tech (6-12) FACS (6-12)
<b>Year Two:</b> <i>Development of Intended Curriculum</i>	Science (6-12) Industrial Tech (6-12) Language Arts (9-12) – need to complete work	World Language Science (K-5)	Business Educ (9-12) Media Technology (K-12)	Math (preK-12) Gifted and Talented (K-12)	Health/Phy. Educ. (K-12) OEC (9-12)	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12) Guidance (preK-12)
<b>Years Three:</b> <i>Professional Development and Implementation</i>	Language Arts (preK-12) Guidance (preK-12)	Science (6-12) Industrial Tech (6-12) FACS (6-12) Language Arts (9-12)	World Language Science (K-5)	Business Educ (9-12) Media Technology (K-12)	Math (preK-12) Gifted and Talented (K-12)	Health/Phy. Educ. (K-12) OEC (9-12)	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)
<b>Year Four:</b> <i>Professional Development and Implementation</i>	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12) Guidance (preK-12)	Science (6-12) Industrial Tech (6-12) FACS (6-12)	World Language Science (K-12)	Business Educ (9-12) Media Technology (K-12)	Math (preK-12) Gifted and Talented (K-12)	Health/Phy. Educ. (K-12) OEC (9-12)	Social Studies (K-12)
<b>Year Five:</b> <i>Assess and Adjust (School-level)</i>	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12) Guidance (preK-12)	Industrial Tech (6-12) FACS (6-12)	World Language Science (K-12)	Business Educ (9-12) Media Technology (K-12)	Math (preK-12) Gifted and Talented (K-12)	Health/Phy. Educ. (K-12) OEC (9-12)
<b>Year Six:</b> <i>Formative Program Review of Curriculum Alignment and Effectiveness (District-Level)</i>	Health/PhyEduc. (K-12) OEC (9-12) Family & Cons. Sci. (6-12) <i>Completed in 2005-06</i>	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12) Guidance (preK-12)	Industrial Tech (6-12) FACS (6-12)	World Language Science (K-12)	Business Educ (9-12) Media Technology (K-12)	Math (preK-12) Gifted and Talented (K-12)
<b>Year Seven:</b> <i>Assess and Adjust (School-level)</i>	Math (preK-5) Gifted and Talented (K-12)	Health/Phy. Educ. (K-12) OEC (9-12)	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12) Guidance (preK-12)	Industrial Tech (6-12) FACS (6-12)	World Language Science (K-12)	Business Educ (9-12) Media Technology (K-12)
<b>Year Eight:</b> <i>Assess and Adjust (Mathematics and Language Arts start Phase 1 during Year 8)</i>	Business Educ (9-12) Media Tech (K-12) Math (6-12)	Math (preK-12) <i>Standards work &amp; write draft one of ELOs</i> Gifted and Talented (K-12)	Health/Phy. Educ. (K-12) OEC (9-12)	Social Studies (K-12)	Eng. Lang. Learners (K-12) Art (K-12) Music (K-12)	Language Arts (preK-12) Guidance (preK-12)	Industrial Tech (6-12) FACS (6-12)	World Language Science (K-12)

## **Definitions: Curriculum Development, Instructional Alignment, and Assessment Processes**

### ***Evidence-based best practice and current local practice study***

During year one of the curriculum development process an in-depth study of evidence-based best practices and current local practices, of the specific subject area being considered, is conducted. This includes:

- a review and study of state and national standards, educational literature and research, and benchmark school districts/schools.
- a study of current practices in the Spring Lake Park Schools that identifies strengths, needed changes, teacher perceptions, etc.
- a study of student achievement data

### ***Pacing Chart/Curriculum Maps***

A curriculum map provides a picture of how the ELO's are being implemented in classrooms throughout the district, our taught curriculum. A sample curriculum map is developed as part of the curriculum development process, defining when learning targets are to be taught, materials or activities for use, and assessments to measure student learning of the learning targets. However, each teacher will be able to revise their map as they see fit throughout their implementation of the curriculum. Schools will facilitate an ongoing process of collectively reviewing and revising these maps, at the grade level and vertically, so that gaps and overlaps are identified and appropriate revisions can be made as necessary. The district uses an online tool, **Atlas**, to assist teachers in this process.

### ***K-12 Vertical Alignment***

K-12 Vertical Alignment defines the Essential Learning Outcomes (ELO's) at each grade level in a particular subject area. The development of this document ensures vertical articulation of the intended, taught, and assessed curriculum so that there are no gaps or overlaps in the curriculum from one grade level to another. We design the curriculum down the grade levels, and deliver up the grade levels. To ensure continued alignment following initial development, teachers will collectively review this alignment and make necessary adjustments through vertical teams. This is done to recognize that revisions may need to be made as teachers implement the ELO's, and to ensure that gaps and/or overlaps do not occur.

### ***Just-in-Time Modification***

Continuous improvement recognizes that we can always improve on our work. Therefore, we will conduct a formative program review after teachers have had the opportunity to implement the Essential Learning Outcomes using their instructional resources for two years. If this review reveals resource gaps or significant gaps in the intended, taught and assessed curriculums, just-in-time modifications may be necessary. This may involve clarifying ELO's, revising instructional materials, and/or purchase of materials to meet need. An example would be that the state mandates a change in a standard for the next school year that is not covered by the current curriculum.

### ***Standards***

Benchmarks for student learning defined by the state and/or federal governments which schools are mandated to strive towards. Numerous professional organizations also provide standards for their particular discipline.

### ***Exemplary Unit and Lesson Bank***

A collection of exemplary units and lessons are collaboratively developed by teachers on learning teams throughout the district. These will be collected using **Atlas** and made available to all teachers online. Exemplary units and lessons from other schools, districts, and/or organizations will be made available to staff as possible and appropriate.

### ***Backward Design***

Backward design begins with the end in mind, focusing first on desired results. This involves first identifying the essential learning outcomes, then identifying acceptable evidence to assess and evaluate the desired results, and then designing learning activities to promote student learning. Backward design is also used to guide the continuous improvement process used in the Spring Lake Park Schools.

### ***Executive Summary Document***

Curriculum task forces develop an executive summary following the completion of their year one study during which they research evidence-based best practices and study local practices.

### ***Curriculum Framework***

The curriculum framework is developed by the curriculum task force at the end of year two of the curriculum development process, and serves as the guiding curriculum document for a subject area. See template in appendix E.

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#### Benchmark School Districts Studied

Austin Independent School District. Austin, TX.

Brazosport Independent School District. Brazosport, TX.

Edina Public Schools. Edina, MN.

Eden Prairie School District. Eden Prairie, MN.

Fairfax County Schools. Fairfax, VA.

Olentangy School District. Olentangy, OH.

Lakeville School District. Lakeville, MN.

Northern Lights School District. Lac La Beche, Alberta, Canada.

Poway Unified School District, San Diego, CA

Roseville Area Schools. Roseville, MN.

Rockwood School District. Eureka, MO.

North St. Paul – Maplewood – Oakdale Schools. North St. Paul, MN.

Chaska School District. Chaska, MN.

Mounds View School District. Roseville, MN.

Rochester Public Schools. Rochester, MN.

Wayzata Public Schools. Wayzata, MN.

Webster Groves School District. Webster Groves, KS.

White Bear Lake Area Schools. White Bear Lake, MN.

Hilliard City Schools. Hilliard, OH.

## Appendix A: Assessment for Learning and Professional Learning Community Innovation Configuration

<b>Process: What do we need to know and be able to do so we are able to collectively clarify student expectations, assess progress, and respond to student needs effectively?</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>District</b> <i>District Professional Development</i>	<ul style="list-style-type: none"> <li>○ District has a professional development plan in place that aligns to district goals and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>○ District has a professional development plan in place, but it not aligned to any goals or initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>○ There is no professional development plan in place at the district level.</li> </ul>	
<b>School</b> <i>School Level Professional Development</i>	<ul style="list-style-type: none"> <li>○ Building has a professional development plan in place that aligns to district and building goals.</li> <li>○ Provides PLC team time of 30 minutes a week or more is embedded during the school day.</li> <li>○ Provides additional, extended learning time to support the work of the learning community and its PLC teams.</li> </ul>	<ul style="list-style-type: none"> <li>○ Building has a professional development plan in place that is aligned only to building goals.</li> <li>○ Provides PLC team time of 30 minutes a week or less is embedded during the school day.</li> <li>○ Provides additional learning time for the learning community and some PLC teams.</li> </ul>	<ul style="list-style-type: none"> <li>○ Building has a professional development plan in place, but it not aligned to any goals or initiatives.</li> <li>○ Provides PLC team time of 30 minutes a week or less.</li> <li>○ Does not provide additional learning time for learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ There is no professional development plan in place.</li> <li>○ Provides insufficient resources and professional development.</li> </ul>
<b>Team</b> <i>Embedded professional development</i>	<ul style="list-style-type: none"> <li>○ Initiates collaboration and uses regularly to improve student learning.</li> <li>○ Adapts to change.</li> <li>○ Applies the Seven Norms of Collaboration and protocols.</li> <li>○ Uses effective facilitation and interaction skills.</li> <li>○ Promote interdependence and allow teammates to hold each other accountable for honoring their commitments.</li> <li>○ Uses proven conflict management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Willing to collaborate but does not initiate opportunities to do so.</li> <li>○ Works through change as a team.</li> <li>○ Has knowledge of the Seven Norms of Collaboration and protocols.</li> <li>○ Has knowledge of effective facilitation and interaction skills.</li> <li>○ Ignore teammates' inability to meet commitments.</li> <li>○ Asks for assistance using proven conflict management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Only collaborates with others when directed.</li> <li>○ Resists change as a team.</li> <li>○ Does not seek knowledge of norms and protocols.</li> <li>○ Does not seek information about facilitation or interaction skills.</li> <li>○ Duplicates efforts due to poor planning or implementation.</li> <li>○ Ignores conflict.</li> </ul>	<ul style="list-style-type: none"> <li>○ Allows conflict to destroy the effectiveness of the team.</li> </ul>
<b>Individual</b> <i>Personal Professional Learning</i>	<ul style="list-style-type: none"> <li>○ Analyzes and reflects on personal pedagogy and seeks opportunities for professional growth through a variety of ways and applies to practice, e.g.</li> <li>○ book study, PDLA, graduate classes, action research, observation, coaching, and walk-through</li> <li>○ Initiates collaboration and uses regularly to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Seeks opportunities for professional growth through a variety of ways.</li> <li>○ Actively participates in district professional opportunities and puts it into practice.</li> <li>○ Willing to collaborate but does not initiate opportunities to do so.</li> </ul>	<ul style="list-style-type: none"> <li>○ Actively participates in district professional opportunities and sometimes puts it into practice.</li> <li>○ Only collaborates with others when directed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Content with status quo and/or solely takes classes to move forward on the salary schedule.</li> <li>○ Works alone.</li> </ul>

**Assessment for Learning and Professional Learning Community Innovation Configuration**

<b>What do we expect students to know and be able to do?</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>District</b> <i>Curriculum Development</i>	<ul style="list-style-type: none"> <li>o All elements of the Curriculum Development and Instructional Alignment are addressed and in place for every curriculum area.</li> <li>o District Curriculum Task Forces identify strengths and weaknesses in current curricular and instructional programs</li> </ul>	<ul style="list-style-type: none"> <li>o Majority of the elements of the Curriculum Development and Instructional Alignment are addressed and in place for every curriculum area.</li> <li>o Some District Curriculum Task Forces identify strengths and weaknesses in current curricular and instructional programs</li> </ul>	<ul style="list-style-type: none"> <li>o Majority of the elements of the Curriculum Development and Instructional Alignment are ignored.</li> <li>o District Curriculum Task Forces identify strengths or weaknesses in current curricular and instructional programs</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Development and Instructional Alignment process is not referred to or considered.</li> </ul>
<b>School</b> <i>Curriculum Alignment</i>	<ul style="list-style-type: none"> <li>o All elements of the Curriculum Development and Instructional Alignment at the school level are addressed and in place for every curriculum area.</li> <li>o Requires the use of assessments to focus both teaching and learning on essential learning outcomes (ELOs).</li> <li>o Requires the use of assessments to assess progress from month to month and year to year for individuals and various groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>o Majority of the elements of the Curriculum Development and Instructional Alignment at the school level are addressed and in place for every curriculum area.</li> <li>o Requires the use of assessments to focus teaching or learning on essential learning outcomes (ELOs)</li> <li>o Requires the use of assessments to assess progress from year to year for individuals and various groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>o Majority of the elements of the Curriculum Development and Instructional Alignment at the school level are ignored.</li> <li>o Requires the use of assessments to check progress in teaching or learning essential learning outcomes.</li> <li>o Requires the use of assessments to assess progress from year to year for some groups of students</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Development and Instructional Alignment process is not referred to or considered.</li> <li>o Do not assess the teaching and learning of essential learning outcomes.</li> <li>o Does not assess progress of students.</li> </ul>
<b>Team</b> <i>PLC Team Curriculum Alignment</i>	<ul style="list-style-type: none"> <li>o Analyzes and deconstructs grade level/course targets for their implied unit learning targets with current student needs in mind.</li> <li>o Uses assessments to focus both teaching and learning on essential learning outcomes (ELOs).</li> <li>o Uses assessments to assess progress from month to month and year to year for individuals and various groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>o Analyzes and deconstructs district targets into unit learning targets with the support of others.</li> <li>o Uses assessments to focus teaching or learning on essential learning outcomes (ELOs)</li> <li>o Uses assessments to assess progress from year to year for individuals and various groups of students</li> </ul>	<ul style="list-style-type: none"> <li>o Identify and sometimes uses district targets when planning instruction.</li> <li>o Uses assessments to check progress in teaching or learning essential learning outcomes.</li> <li>o Uses of assessments to assess progress from year to year for some groups of students</li> </ul>	<ul style="list-style-type: none"> <li>o Depends solely on the textbook for what is important.</li> <li>o Do not assess the teaching and learning of essential learning outcomes.</li> <li>o Does not assess progress of students</li> </ul>
<b>Individual</b> <i>Instructional Alignment</i>	<ul style="list-style-type: none"> <li>o Has understanding of the four kinds of learning targets (knowledge, reasoning, skills, and product) and regularly applies them in instruction and assessment.</li> <li>o Uses grade level/course learning targets to develop units of instruction.</li> <li>o Knows and can clearly state daily learning targets.</li> <li>o Uses assessments to focus both teaching and learning on essential learning outcomes</li> <li>o Uses assessments to assess progress from month to month and year to year for individuals and various groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>o Regularly identifies learning targets and applies them in instruction and assessment.</li> <li>o Sometimes uses grade level/course learning targets to develop unit of instruction.</li> <li>o Knows daily learning targets, but cannot articulate them to others.</li> <li>o Uses assessments to focus teaching or learning on essential learning outcomes (ELOs)</li> <li>o Uses assessments to assess progress from year to year for individuals and various groups of students</li> </ul>	<ul style="list-style-type: none"> <li>o Identifies learning targets and uses them in instruction.</li> <li>o Plans units of instruction, including activities and then links learning targets.</li> <li>o Sometimes know the daily learning targets; cannot articulate them to others.</li> <li>o Uses assessments to check progress in teaching or learning essential learning outcomes.</li> <li>o Uses of assessments to assess progress from year to year for some groups of students</li> </ul>	<ul style="list-style-type: none"> <li>o Instruction is activity based rather than aligned to the four types of learning targets.</li> <li>o Designs instruction mostly on what they like to teach.</li> <li>o Not sure what learning targets are.</li> <li>o Do not assess the teaching and learning of essential learning outcomes.</li> <li>o Does not assess progress of students.</li> </ul>

**Assessment for Learning and Professional Learning Community Innovation Configuration**

<b>How do we know students are learning?</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>District</b> <i>Purpose of Assessment</i></p> <p><i>Assessment Development</i></p>	<ul style="list-style-type: none"> <li>○ District Assessment Plan and calendar is in place and clearly defines assessments given in the district and their purpose. Plan is modified and revised as needed.</li> <li>○ All school staff understand and appropriately utilize and implement district assessment plans and calendars</li> <li>○ District level learning targets are in place for all curricular areas so that assessment development can take place.</li> </ul>	<ul style="list-style-type: none"> <li>○ District Assessment Plan is in place but does not defines assessments given in the district and their purpose.</li> <li>○ Most school staff understand and appropriately utilize and implement district assessment plans and calendars</li> <li>○ District level learning targets are in place for most curricular areas so that assessment development can take place.</li> </ul>	<ul style="list-style-type: none"> <li>○ The District Assessment plan is in place, but is not actively implemented or referred to.</li> <li>○ District level learning targets are in place for a few curricular areas so that assessment development can take place.</li> </ul>	<ul style="list-style-type: none"> <li>○ The district does not have an Assessment Plan.</li> <li>○ District level learning targets are not in place.</li> </ul>
<p><b>School</b> <i>Purpose of Assessment</i></p>	<ul style="list-style-type: none"> <li>○ School Level Assessment Plan and calendar is in place and clearly defines assessments given at the school and their purpose. Plan is modified and revised as needed.'</li> <li>○ All school staff understand, appropriately utilize and implement the school level assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li>○ School Assessment Plan is in place but does not defines assessments given in the school and their purpose.</li> <li>○ Some school staff understands, appropriately utilizes and implements the school level assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li>○ The school does not have an Assessment Plan.</li> <li>○ School staff unaware of school level assessment plan.</li> </ul>	
<p><b>Team</b> <i>Purpose of Assessment</i></p> <p><i>Assessment Development</i></p>	<ul style="list-style-type: none"> <li>○ Creates common assessments with a clear purpose in mind and includes a balance of formative and summative assessments.</li> <li>○ Evaluates common assessments to verify alignment with learning targets and make appropriate modifications to assessments both before and after administration of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates common assessments with the purpose sometimes in mind.</li> <li>○ Evaluates common assessments to verify alignment with learning targets and make appropriate modifications to assessments after administration of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates assessments but does not define a common purpose.</li> <li>○ Evaluates common assessments to verify alignment with learning targets</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates assessments to be used only for grading.</li> <li>○ Does not evaluate assessments to verify alignment with learning targets.</li> </ul>
<p><b>Individual</b> <i>Purpose of Assessment</i></p>	<ul style="list-style-type: none"> <li>○ Understands the need to determine how assessment results will be used.</li> <li>○ Continuously utilizes Assessments For Learning to gauge student progress, impact instruction and guide student learning.</li> <li>○ Values and respects the need for Assessments OF Learning to benchmark student achievement, to evaluate and adjust educational programs and inform policy makers of student performance at a specific point in time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Tries to plan assessment with target audience in mind, but is only partially successful.</li> <li>○ Utilizes Assessments FOR Learning to gauge student progress, impact instruction and guide student learning.</li> <li>○ Understands the need for Assessments OF Learning to benchmark student achievement, at a specific point in time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not know where to begin in determining how assessment results will be used.</li> <li>○ Uses frequent assessment, but primarily for reporting progress.</li> <li>○ Understands the need to use assessment for grading.</li> </ul>	<ul style="list-style-type: none"> <li>○ Assesses only to determine grades.</li> <li>○ Does not use Assessments FOR Learning.</li> <li>○ Struggles with the need for Assessments OF Learning.</li> </ul>

**Assessment for Learning and Professional Learning Community Innovation Configuration**

<b>How do we know students are learning?</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Individual, continued</b> <i>Assessment Development</i></p> <p><b>Student Involvement</b></p>	<ul style="list-style-type: none"> <li>○ Always aligns appropriate assessment methods to their learning targets. (Multiple choice, matching, short answer, essay, performance assessment, personal communication)</li> <li>○ Develops and differentiates assessments with various learner needs in mind.</li> <li>○ Evaluates assessments to verify alignment with learning targets and make appropriate modifications to assessments both before and after administration of assessment.</li> <li>○ Students can use precise and common terminology to describe the quality of their work through self-assessment; students know the meaning of their grades in terms of what they have learned.</li> <li>○ Students can describe how their learning is applicable to their lives.</li> <li>○ Designs assessments to involve students to improve motivation, monitor their own progress, and maximize achievement.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses a variety of assessment methods, but does not align them to the type of learning targets.</li> <li>○ Sometime develops assessments with various learner needs in mind.</li> <li>○ Evaluates assessments to verify alignment with learning targets and make appropriate modifications to assessments after administration of assessment.</li> <li>○ Students can describe the quality of their work, but do not use a common language or the language of the learning target. Sometimes, they can describe what their grade means in terms of learning.</li> <li>○ Students sometimes can describe how the learning is applicable to their lives.</li> <li>○ Tries to involve students in assessment, but not on a regular basis; therefore, impact on motivation and student achievement is varied ( is not successful yet.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Overuses one or more of the same assessment method.</li> <li>○ Knows they should develop assessments with various learner needs in mind, but does not know where to begin.</li> <li>○ Evaluates assessments to verify alignment with learning targets</li> <li>○ Students have difficulty explaining why they get the grades they do, self-assessing and describing what quality looks like; Students don't use or don't have structured opportunities to use feedback.</li> <li>○ Students see very little connection to what they learn and their life.</li> <li>○ Has not considered including students in the development of assessments or they are not sure students have the ability to self assess and take ownership of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses prepackaged assessments and does not know if they align to learning targets.</li> <li>○ Use the same assessment method for all learners.</li> <li>○ Does not evaluate assessments to verify alignment with learning targets.</li> <li>○ Students do not have the opportunity to be involved in assessment and do not have the ability to assess themselves. Teachers do not give feedback to students.</li> <li>○ Students do not see connection of school to their lives.</li> </ul>

<b>How will we teach it to ensure that we engage students and personalize learning?</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Team</b> <i>Instructional planning</i></p>	<ul style="list-style-type: none"> <li>○ Identifies and shares instructional strategies best matched to specific learning targets. (Marzano/others, Teacher directed, Student centered, Small group, Individual/independent, Whole group)</li> <li>○ Shares, creates or collects criteria and examples of quality and non quality work to share with students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Shares instructional strategies best matched to specific learning targets.</li> <li>○ Creates or collects examples of quality and non quality work to share with students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Shares some instructional strategies but these strategies are not aligned to learning targets.</li> <li>○ Creates or collects examples of quality work to share with students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not share instructional strategies.</li> <li>○ Does not share or collect create models of quality work.</li> </ul>
<p><b>Individual</b> <i>Instructional Planning</i></p>	<ul style="list-style-type: none"> <li>○ Identifies and implements instructional strategies best matched to specific deconstructed learning targets. (Marzano/others, Teacher directed, Student centered, Small group, Individual/independent, Whole group)</li> <li>○ Provides students with examples of quality and non quality work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Implements instructional strategies best matched to specific learning targets.</li> <li>○ Sometimes provides examples of quality and non quality work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses a few instructional strategies but does not match to specific learning needs of students.</li> <li>○ Provides examples of quality work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Instruction reflects only one instructional strategy or instructional strategies that have always been used without attention to student learning needs.</li> <li>○ Does not share examples of quality and non quality work.</li> </ul>

How will we respond when a student is experiencing difficulty in learning? How will we deepen the learning for students who are exceeding expectations?				
	1	2	3	4
<b>District</b>	<ul style="list-style-type: none"> <li>o District provides organizational support in the development and implementation of individual and schools systems of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>o District provides some organizational support in the development and implementation of individual and schools systems of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>o There is no support at the district level.</li> </ul>	
<b>School</b>	<ul style="list-style-type: none"> <li>o System of Interventions is developed to support achievement for all students.</li> <li>o Identify groups and individuals needing intervention – remediation and enrichment – access interventions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>o Support programs are only used to support students who are at risk or exceeding expectations. (GT, ELL, Title I, etc.)</li> <li>o Identify groups and individuals needing remediation and attempting to access the System of Interventions.</li> </ul>	<ul style="list-style-type: none"> <li>o There is no system of Interventions in place at the building level.</li> <li>o Identify groups and individuals needing remediation.</li> </ul>	<ul style="list-style-type: none"> <li>o Ignore interventions.</li> </ul>
<b>Team</b>	<ul style="list-style-type: none"> <li>o Uses the examination of student work and data to adjust instruction to meet various learner needs.</li> </ul> <p>Confidently and frequently uses flexible grouping based on both assessment of and for learning to assessment data to meet learner needs.</p>	<ul style="list-style-type: none"> <li>o Occasionally uses student work and data to adjust instruction to meet student needs.</li> <li>o Sometimes uses flexible grouping based on assessment of and for learning and other assessment data to meet learner needs, but does so with reticence.</li> </ul>	<ul style="list-style-type: none"> <li>o Adjusts instruction following a summative assessment to re-teach and enrich.</li> </ul> <p>Aware of using data when engaged in professional development and has intentions to use that data to group students.</p>	<p>Does not group students; instruction is delivered to whole class.</p>
<b>Individual</b>	<ul style="list-style-type: none"> <li>o Views differentiation beyond a multitude of strategies to meet various learner needs. Teacher views differentiation as a classroom philosophy.</li> <li>o Uses the examination of student work and data to adjust instruction to meet various learner needs.</li> <li>o Confidently and frequently uses flexible grouping based on both Assessment of and for learning to assessment data to meet learner needs.</li> <li>o Analyzes and reflects on personal teaching methods/philosophy to ensure the use of best practice research in order to maximize student achievement.</li> <li>o Provides students with feedback that is descriptive, constructive, frequent, and immediate helping them to know how to plan and improve.</li> <li>o Initial interventions are provided by the classroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>o Knowledgeable about differentiation strategies and utilizes them in multiple ways.</li> <li>o Occasionally uses data to adjust instruction to meet student needs.</li> <li>o Sometimes uses flexible grouping based on assessment of and for learning and other assessment data to meet learner needs, but does so with reticence.</li> <li>o Reflects on teaching methods and is willing to try new things to maximize student achievement.</li> <li>o Occasionally provides students with feedback that is descriptive and constructive while helping them to know how to plan and improve.</li> <li>o Teacher refers students to existing programs for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>o Aware of differentiation and occasionally uses some differentiation strategies.</li> <li>o Adjusts instruction following a summative assessment to re-teach and enrich.</li> <li>o Aware of using data when engaged in professional development and has intentions to use that data to group students.</li> <li>o Aware of deficiency in personal teaching methods, but is uncertain of or reticent to use alternative methods.</li> <li>o Provides basic, non-descriptive feedback once in a while.</li> <li>o No interventions are provided.</li> </ul>	<ul style="list-style-type: none"> <li>o Does not use differentiation.</li> <li>o Strictly adheres to pacing chart and ignores various learner needs.</li> <li>o Does not group students; instruction is delivered to whole class.</li> <li>o Follows teacher's guide and does not reflect on practice.</li> <li>o Provides no feedback except for grades on report card and/or does not return student work.</li> </ul>

**Assessment for Learning and Professional Learning Community Innovation Configuration**

<b>Communication</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>District</b>	<ul style="list-style-type: none"> <li>○ Comprehensive reporting system is in place and used to report student achievement to all stakeholders.</li> <li>○ Communication from district committees and task forces is clear to buildings; expectations and learning targets are clearly defined and individuals know who to ask or where to find information when needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Comprehensive reporting system is in place and used to report student achievement to only parents and students.</li> <li>○ Communication from district committees and task forces is somewhat clear to buildings; expectations but learning targets are defined and individuals may not know who to ask or where to find information when needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Student achievement is not clearly communicated to all stakeholders.</li> <li>○ Communication from district committees and task forces is not brought back to building level; many rumors and misunderstandings occur.</li> </ul>	
<b>School</b>	<ul style="list-style-type: none"> <li>○ Comprehensive reporting system is in place and used to report student achievement to all stakeholders.</li> <li>○ Communication from building TLTs is clear to teams; expectations and learning targets are clearly defined and individuals know who to ask or where to find information when needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Comprehensive reporting system is in place and used to report student achievement to only parents and students.</li> <li>○ Communication from building TLTs is somewhat clear to teams; expectations and learning targets are defined and individuals may not know who to ask or where to find information when needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Student achievement is not clearly communicated to all stakeholders.</li> <li>○ Communication from building TLTs is not brought back to teams; many rumors and misunderstandings occur.</li> </ul>	
<b>Team</b>	<ul style="list-style-type: none"> <li>○ Teams communicate their learning needs in the areas of curriculum, instruction, and assessment to building TLT.</li> <li>○ Teams communicate successes to building TLT to assure appropriate celebration of success.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teams communicate some of their learning needs to the building TLT.</li> <li>○ Teams communicate some of their successes to the building TLT.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teams do not communicate their learning needs to the building TLT</li> <li>○ Teams do not communicate their successes to the building TLT</li> </ul>	
<b>Individual</b>	<ul style="list-style-type: none"> <li>○ Explains to students, parents and other stakeholders, in terms they can understand, which learning targets they plan to achieve during instruction. Students can articulate daily and/or course learning targets and what comes next in their learning.</li> <li>○ Communicates learning targets consistently in a variety of ways. (Posting them in classroom, Placing them on assignments, sharing in Newsletters, Websites)</li> <li>○ Teachers communicate their learning needs to their PLC team in the areas of curriculum, instruction, and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Explains learning targets to adults, but has difficulty explaining them to students in terms they can understand.</li> <li>○ Communicates learning targets consistently in a few different ways.</li> <li>○ Teachers communicate learning needs to their PLC team in some areas of curriculum, instruction, and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Tries to explain which learning targets they plan to achieve during instruction, but explanation is not always clear to students.</li> <li>○ Communicates learning targets primarily in one method.</li> <li>○ Teachers do not communicate their learning need to their PLC team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students, parents and other stakeholders are unaware of learning targets.</li> <li>○ Learning targets are not communicated.</li> </ul>

## Appendix B

### Concerns-Based Adoption Model (CBAM)

One model of organizational change, the Concerns-Based Adoption Model, applies to how individuals involved with the change experience it, including policy makers, teachers, parents, and/or students (Hall & Hord, 1987; Hord, Rutherford, Huling-Austin, & Hall, 1987; Loucks-Horsley & Stiegelbauer, 1991). The model (and other developmental models of its type) holds that people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is.

There are three basic Stages of Concern defined in CBAM: Concern for Self, Concern for Task, and Concern for Impact. Most organizations only address the concerns for Task. CBAM states that the successful accomplishment of an intervention is directly dependant on moving employees through each of these levels of concern:

- Concern for Self: Everyone worries. Whenever change occurs, we worry how the change will affect us. What is it? Am I up to the challenge? Can I learn what I need in order to succeed in the new system? How will it affect me, my job, my future? When these questions are resolved, questions emerge that are more task-oriented.
- Concern for Task: How do I do it? What am I required to do? What follows what? What do I have to do and how do I do it? Who else is involved and can help me with successfully accomplishing my task? Finally, when self- and task concerns are largely resolved, the individual can focus on impact.
- Concern for Impact: Is this change working for students? Is there something that will work even better? How will it affect how decisions are made? What will I be able to do that I can't do now? Will it be better?

The concerns model identifies seven specific stages of concern within these three larger stages. These stages have major implications for guiding change and/or planning professional development.

- First, they point out the importance of attending to where people are and addressing the questions they are asking when they are asking them. Often, we get to the how-to-do-it before addressing self-concerns. We want to focus on student learning before teachers are comfortable with the materials and strategies.
- Second, addressing teachers', parents' and policy makers' question "How will it affect me?" obviously will look different. The strength of the concerns model is in its reminder to pay attention to individuals and their various needs for information, assistance, and support.

Finally, the research behind CBAM has identified a number of important assumptions about change that those who are facilitating change must keep in mind:

- Change is a process, not an event: Change is a process occurring over time.
- Change is accomplished by individuals: Change affects people, and their role in the process is of importance.
- Change is a highly personal experience: Individuals are different; people do not behave collectively.
- The focus of facilitation should be on individuals, innovations, and the context: The system, or school, is affected as a whole in every way. When making decisions implications throughout the system must be considered to avoid unintended results.
- A particular stage of concern is neither good nor bad. The key is understanding where individuals are in relation to a given idea or innovation.

Source:

Hord, S., Rutherford, W., Huling-Austin, L., Hall, G. (1989). *Taking charge of change*. Alexandria, VA: ASCD.

Loucks-Horsley. (1996). Professional Development: A critical and immediate challenge. In *National standards & the science curriculum*. Dubuque, IA: Kendall/Hunt Publishing Co.

Research and Development Center for Teacher Education. The University of Texas at Austin and the Southwest Educational Development Laboratory.



**Insert school name**  
**Continuous Improvement Plan**  
**20\_\_ - 20\_\_**

# Highlight and Insert Name of School

## Our District Purpose

**High Expectations**  
**High Achievement**  
**For all.**  
**No Excuses**

## Our District Values (draft 8/10/06)

**Courage:** Doing and saying the right thing at the right time in the right way despite challenge, adversity, or conflicting self interests.

**Integrity:** Always aligning our actions with our values and beliefs.

**Shared Responsibility:** Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.

**Respect:** Listen to, accept, and value each individual in the Spring Lake Park Schools and Community.

**Accountability:** To fulfill one's roles and responsibilities and be responsive to the results.

**Excellence:** A relentless and intentional effort in continuous improvement.

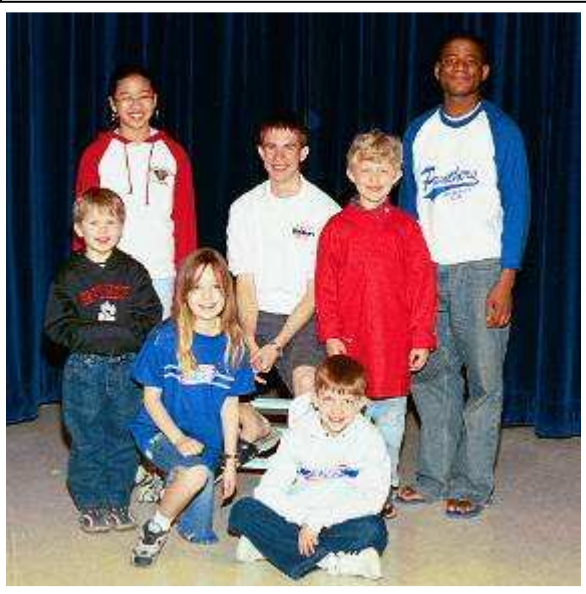
**Innovation:** Purposeful, courageous, continuous improvement through research and action.

**Learning:** Continuous, meaningful and challenging effort that ensures student success.

## Our School/Program Vision for the Future

*How do we want people to describe our school in the future?*

Insert your school vision here



## Our School Priorities

*After reflecting on our current practices, we have identified the following priorities (greatest area(s) of need) that we need to focus on for continuous improvement of student learning:*

- Highlight and enter measurable priority
- Highlight and enter measurable priority
- Continue as appropriate

## Our Success System

*will be measured by . . .*

- Student learning and development
- Safe and healthy working and learning environment
- Effective operations and stewardship of resources
- Family and community connections and partnerships
- Attraction and ongoing development of high quality staff

# Page 2 of Improvement Plan To Be Revised into 1-2 pages

- Page 1 is “About Us” – completed by end of August 17 meeting
- Page 2, or also on page 1, is data analysis (analysis of information report and qualitative/”soft” data)

*Information will be something like below*

## Analysis of our Current State vs Ideal State

### Success System: Indicators of Success

- Student Learning and Development
- Safe and Healthy Working and Learning Environment
- Effective Operations and Stewardship of Resources
- Family and Community Connections and Partnerships
- Attraction and Ongoing Development of High Quality Staff

*After careful analysis of school-wide data related to our Success System, and a reflection on our current practices\*\* and progress towards our school priorities, we have identified the following key accomplishments, challenges, and emerging questions. This analysis resulted in the identification of our school priorities:*

### Strengths/Key Accomplishments...

Highlight and enter text...

### Challenges...

Highlight and enter text...

### Emerging Questions

Highlight and enter text...

### Greatest Area(s) of Need

Highlight and enter text...

### RCA: Factors contributing to the greatest area of need

Highlight and enter text...

*\*\* (an effective tool to accomplish this is to map out current practices, or “control” work, using the Whole Systems View Framework. Identify Strengths and Key Accomplishments in making progress towards your Guiding Principles, Challenges you have faced, and Emerging Questions. This map will be used later when you identify what you need to keep doing and stop doing)*

# Growth, Transition and Change

## *Systems View - A look at our current system*

<b>School Priorities &amp; Key Process Areas</b> <i>School priorities and/or key processes you are focusing on for continuous improvement</i>	<b>Standard Work</b> <i>Standard practices that keeps our district viable, sustaining ongoing improvement towards strategic directions.</i>	<b>Adaptive Work Projects</b> <i>District initiatives and projects that we are currently implementing as part of our practice.</i>	<b>Learning Work Projects</b> <i>This work is about change and learning. These are projects that involve study about possible implementation in the future.</i>
Assessment for Learning and PLCs		<ul style="list-style-type: none"> <li>• System of Interventions</li> </ul>	

**Current Projects** are bold. To get an additional row click in lower right cell and click on "tab" key

		<ul style="list-style-type: none"> <li>• Clustering and co-teaching</li> <li>• K-5 Language Arts professional learning</li> <li>• Elementary Report Cards</li> <li>• Gifted and Talented transition with instructional coaches</li> </ul>	
--	--	---	--

You may want to list in the row above projects for program, department, or grade-level improvements outside of the school-wide priorities (these should be limited). Also, district projects that directly influence your school that you either need to implement or be aware of have been pre-loaded & italicized.

### **What needs to leave the system?** *What do we need to stop doing?*

Enter text as desired

### **Organizational Support Required – may be evident as learning and adaptive work project(s) (Time, Staff, Dollars, etc.)?**

Enter text as desired

# Alignment Through the System

## Spring Lake Park Schools Strategic Directions

- District 16 will be responsible for the learning & active engagement of all students regardless of race, ethnicity, or socio-economic status in rigorous academic pursuits and co- and extra curricular experiences
- District 16 will attract, develop and retain only high-quality staff who demonstrate on-going learning and a commitment to the District's purpose, values and vision
- District 16 will maintain and enhance strong community connections and communications
- District 16 will have safe, healthy, working and learning environments
- District 16 will be financially responsible and healthy

## Spring Lake Park Schools Initiatives

- Assessment for Learning
- Professional Learning Communities

School Priorities	Priority Key Outcomes	Projects <i>These are projects currently work on and identified as necessary: a) to accomplish identified priorities; b) for program, department, or grade-level improvements, or c) a district project you need to implement in your school</i>	Alignment with Spring Lake Park Strategic Directions and Initiatives
<b>Please highlight and write your school priority</b>	<ul style="list-style-type: none"> <li>• Key Outcome(s): bullet each of the key outcomes you have identified for this priority – impact on student learning? Implementation of professional learning in practice? There should be a connection back to the identified need in your school information report.</li> </ul>	Projects (Highlight and identify current learning and/or adaptive work projects) <ul style="list-style-type: none"> <li>• Identify and bullet desired result(s) for each project</li> </ul>	Identify strategic direction(s) and/or district initiative(s) priority and/or project is identified with
<b>Please highlight and write your school priority</b>	<ul style="list-style-type: none"> <li>• Key Outcome(s): bullet each of the key outcomes you have identified for this priority – impact on student learning? Implementation of professional learning in practice? There should be a connection back to the identified need in your school information report.</li> </ul>	Projects (Highlight and identify current learning and/or adaptive work projects) <ul style="list-style-type: none"> <li>• Identify and bullet desired result(s) for each project</li> </ul>	Identify strategic direction(s) and/or district initiative(s) priority and/or project is identified with

If you need an additional row for priorities click in lower right cell and click on "tab" key

<b>School/Department Projects</b> <i>These are projects you are currently working on identified as necessary for program, department, or grade-level improvements, or a district project you need to implement in your school that is not yet school-wide</i>		Projects (Highlight and identify current learning and/or adaptive work projects) <ul style="list-style-type: none"> <li>• Identify and bullet desired result(s) for each project</li> </ul>	Identify strategic direction(s) and/or district initiative(s) priority and/or project is identified with
--	--	---	--

If you desire an additional row for projects click in lower right cell and click on "tab" key

The school/program does not need to use this action plan format – it is provided only as a resource. You may choose to utilize this, a gannt chart (Microsoft Project is an excellent resource, or any other tool you choose to manage your work.

**Spring Lake Park Schools**  
***Insert School Name***  
**Continuous Improvement Action Plan**

Complete one action plan only for each adaptive or learning work project you are working on now, in the short-term.

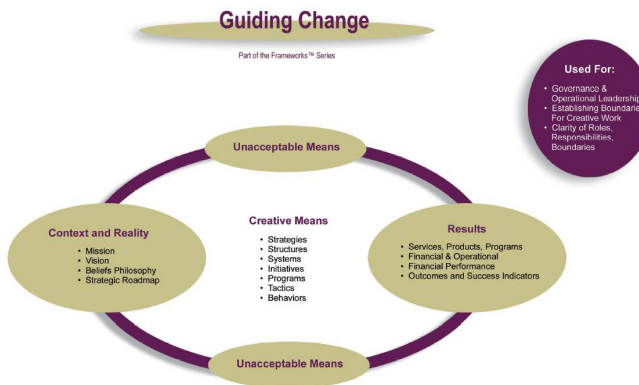
<b>School Priority:</b> Highlight and enter text
<b>Adaptive or Learning Work Project:</b> Highlight and enter text
<b>Professional Learning Needs to Accomplish this Project:</b> Highlight and enter text
<b>What are your desired Key Outcomes, as appropriate (impact on student learning, staff learning and/or implementation (i.e. Innovation Configuration), desired outcomes of a project):</b>

Complete one action plan only for each adaptive or learning work project you are working on now, in the short-term.

	Activities and/or tasks to implement <i>(Professional Learning Activities in italic)</i>	Timeline	Evaluation Tools <i>(levels 1-5 as appropriate)</i>	Who involved?	Who is responsible?	Budget (as appropriate)	
						Code	Proposed Expense
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

The school/program does not need to turn this into the District Office or present to the School Board. This template is only provided for your convenience as a resource.

## Spring Lake Park Schools Project Task Force Guiding Change



Context and Reality	Desired Results	Parameters (Unacceptable Means)
<p><b>District Purpose</b></p> <p><b>Purpose of Project/Task Force</b> Should make alignment with school/program improvement plan and/or district strategic roadmap clear</p> <p><b>Background (as appropriate)</b></p> <p><b>Focus Question(s)</b></p>		

**Project Facilitators:**

**Membership and Level of Decision-Making:**

**Communication Linkages:**

**Timeline:** State here or within desired results section

**Appendix D**

PreK-12 Assessment Plan

*To be inserted following TLA Advisory Meeting*



***(Insert Task Force Name)***  
**Executive Summary**  
**Curriculum Framework**  
**20\_\_ - 20\_\_**

*All italicized comments serve as guidelines for the formation of this document and should be removed prior to publication.*

**End of Year One: Executive Summary** *(2-3 pages primary document, 2 pages IC, 1-2 pages resource selection)*

**Task Force Name**

**Introduction** *Background, process thus far, structure of investigation, desired outcomes*

**Individuals involved with developing this plan** *Name, Title/Position*

**Our Directions and Beliefs** *Identify statements which will guide teaching and learning for the discipline.*

**Summary of research findings** *Identify research and practices of exemplary districts which support recommendations*

**Summary of current, local practices** *Identify strengths and concerns of current practices supported by data (quantitative and qualitative) collected*

**Instructional Practices Model(s)** *Develop Innovation Configuration (IC)*

**Criteria for Resource Selection** *Identify checklist or rubric used (Include considerations for: gender, race, ethnicity, research, directions and beliefs, reading level, instructional practices model(s), and intended curriculum)*

**Year Two Executive Summary:** *(revise year one executive summary as needed and continue with the following)*

**Essential Learning Outcomes** *(Consideration must be given to reading, writing, research and inquiry for the discipline)*

Enduring Understandings *(same for K-3, 4-5, 6-8, 9-12)*

- Xxx
- Xxx
- Xxx
- Xxx
- Xxx

Essential Questions *(same for K-3, 4-5, 6-8, 9-12)*

- Question #1
  - *Related learning targets (different for each grade or course)*
  - Xxx
  - Xxx
  - Xxx
  - Xxx
- Question #2
  - *Related learning targets (different for each grade or course)*
  - Xxx
  - Xxx
  - Xxx
  - Xxx
- Question #3...

**Assessments Of Learning** *(link to essential questions)*

**Pacing Guide or Curriculum Map** *Use Rubicon Atlas to list recommendations for linking Essential Learning Outcomes to calendar, materials, activities, and/or assessments [This is a starting document which will be revised at the school/department level to reflect actual practices when responding to student needs.]*

**Core Instructional Resources** *Identify core, supplemental, and intervention materials including technology*

**Instructional Resources Budget Proposal** *Identify detailed costs for specific items and quantities*

**Professional Development Action Plan** *Identify 2-3 year plan for teacher learning outcomes, activities, delivery systems and responsible parties*

**Professional Development Budget Proposal** *Identify detailed costs (e.g. substitutes, mileage, registration, facilitator fees) for activities planned.*

Appendix F

Spring Lake Park System of Interventions

System Elements	Tier I: Standards Based Classroom Instruction: Core and Supplemental	Tier II: Standards Based Classroom Instruction: First Response to Children Not Learning	Tier III: Targeted Group Interventions: Second Response to Children Not Learning	Tier IV: Intensive Individual Interventions: Third Response to Children Not Learning
Focus	For All Students	For all students who have not met learning targets through Tier I efforts.	For all students experiencing significant difficulties, not meeting learning targets through Tier I and II efforts.	For all students experiencing severe difficulties, not meeting learning targets through Tier I, II and III efforts.
Program	Research- and standards-based core instruction focused on local learning targets.	Research- and standards-based intervention resources and instructional practices focused on local learning targets.	Research- and standards-based intervention resources and instructional practices focused on local learning targets, different from and in addition to a Tier II intervention. Tier III provides an additional layer of analysis and intervention.	Research- and standards-based intervention resources and instructional practices focused on local learning targets.
Student Grouping	ELL, Title I, Special Ed., and GT groups are clustered into classrooms. Use of flexible groups for differentiation of instruction.	Small group instruction, maximum of 6 students.	Small group instruction, 3-6 students.	Individual or small group instruction, 1-6 students.
Instructional Time	120 minutes per day or more of core language arts instruction.	Minimum of 15-20 minutes per day, 5 days per week in addition to core instruction.	Minimum of 15-30 minutes per day, 5 days per week in addition to core instruction.	Minimum of 15-30 minutes per day, 5 days per week in addition to core instruction. Individually determined
Assessment Data	Schoolwide and grade level benchmark assessments and progress monitoring data, and schoolwide and grade level common formative and summative assessment data. Multiple measures should be used.	Progress monitoring weekly on specific diagnosed skill deficits	Progress monitoring weekly on specific diagnosed skill deficits.	Progress monitoring weekly on specific diagnosed skill deficit. Special Education assessment data
Interventionist	NA	Classroom Teacher	Title I, Basic Skills, or ELL Teacher and/or Paraprofessional	Special Education Teacher and/or Paraprofessional
Instructional Setting	NA	Classroom	Appropriate setting, designated by the school. May be in or out of the classroom.	Appropriate setting, designated by the school. May be in or out of the classroom.
Length of Intervention	NA	6-8 weeks	8-12 weeks, following Tier II intervention	To be determined by IEP team.
Representative Planning Team Composition	Grade Level Team PLC Instructional Coach Curriculum Lead Principal TLT ELL Special Education Title I	Grade Level Team PLC Instructional Coach Curriculum Lead Principal TLT Parent Special Education Title I	Grade Level Team PLC Instructional Coach Curriculum Lead Principal TLT Parent Title I ELL School Psychologist Special Education	Grade Level Team PLC Instructional Coach Curriculum Lead Principal TLT Parent Title I ELL School Psychologist Special Education
Representative Planning Team Activities	Analyze schoolwide, grade level, and individual student data to determine students' needs. Analyze core resource materials and instructional practices to determine effectiveness. Ensure core program is implemented with fidelity.	Analyze grade level and individual student data to determine students' needs. Analyze core and intervention resource materials and instructional practices to determine effectiveness. Determine evidence of student success. Ensure intervention program is implemented with fidelity. Monitor students' success as a result of intervention(s) to measure effectiveness of System of Interventions. Document interventions and determine if student is making adequate progress on intervention based on individually determined goals.	Analyze grade level and individual student data to determine students' needs. Analyze core and intervention resource materials and instructional practices to determine effectiveness. Determine evidence of student success. Ensure intervention program is implemented with fidelity. Monitor students' success as a result of intervention(s) to measure effectiveness of System of Interventions. Document interventions and determine if student is making adequate progress on intervention based on individually determined goals. Special education testing is considered if progress is insufficient.	Analyze grade level and individual student data to determine students' needs. Analyze core and intervention resource materials and instructional practices to determine effectiveness. Determine evidence of student success. Ensure intervention program is implemented with fidelity. Monitor students' success as a result of intervention(s) to measure effectiveness of System of Interventions. Document interventions and determine if student is making adequate progress on intervention based on individually determined goals.
Pyramid Check	80% of students will meet grade level/course learning targets, as measured by assessment data. Achievement gaps among different subgroups do not exist.	80% of students will meet grade level/course learning targets, as measured by assessment data. Achievement gaps among different subgroups do not exist.	95% of students will meet grade level/course learning targets, as measured by assessment data. Achievement gaps among different subgroups do not exist.	96-99% of students will meet grade level/course learning targets, as measured by assessment data. Achievement gaps among different subgroups do not exist.
Organizational Support		Determine organizational support needed to implement intervention. Examples: scheduling, use of paraprofessionals, clustering, placement, professional development	Determine organizational support needed to implement intervention. Examples: scheduling, use of paraprofessionals, push in/pull out models, clustering, placement, professional development	Determine organizational support needed to implement intervention. Examples: scheduling, use of paraprofessionals, push in/pull out models, clustering, placement, professional development

## Planning and Implementing Instruction: A Guide for the Professional Learning Community Team

Ongoing disposition of a learning community: Develop and maintain a team culture of action orientation, collective inquiry, research and experimentation, collaboration, focus on continuous improvement, and results orientation.

### Context of a PLC Team

- Establish and maintain group norms
- Determine who is responsible for what: agenda, time keeper, minutes, student work, data collection
- Review student data
- Identify area of focus; continue to identify new areas as SMART goals are met.

### What do we want students to know and be able to do?

1. Analyze and deconstruct grade level and course targets for their implied unit/daily learning targets
  - Align learning targets and units of study, determine where found in our various resources
  - Deconstruct learning targets
  - Based on assessment data, design unit using backward design practices.

### How do we know students are learning?

2. With current student needs in mind, analyze and deconstruct targets
3. Analyze data
  - Identify and evaluate previous/available data to inform where our students are at achieving targets
  - Analyze student data received from common assessments to determine which students are and which students are not meeting the targets
  - Establish and evaluate a SMART goal that aligns to learning targets
4. Develop and evaluate assessments
  - Develop or identify common assessments based on learning targets with a clear purpose for how the results will be used – pre-assessment, formative assessment, summative assessment
  - Evaluate common assessments to verify alignment with learning targets
  - Develop a common criteria for determining quality student work, e.g. examples of quality and nonquality student work, rubrics, expectations for work
  - Identify plan for student involvement in assessment – understanding targets and providing feedback that is descriptive, constructive, frequent, and timely so students know where they are going in their learning

### How do we teach to ensure that students are engaged in their learning?

5. Analyze data to determine steps needed to assure that each and every student learns
6. Generate ideas for instruction that allows for students who need:
  - Alternate instructional strategies
  - Extensions to deepen knowledge
  - Correction for misunderstandings
7. Consider elements of classroom climate focused on learning:
  - Strategies for involving students in learning
  - Personal relationship building
  - Teaching strategies that require action or interaction by students
  - Culture of aspiration and responsibility
  - Structures and procedures that focus on students and their learning

### How will we respond if they do not learn or know it already?

8. Use formative and summative assessment data to determine student needs
  - Review data to determine student need - What are the student's level of readiness and skills?
  - Identify the root cause of student need
  - Determine process and timelines for addressing student needs
9. Evaluate the process of meeting student needs
  - Is our process working?
  - What is the data telling us?
  - What additional supports are necessary?
  - Do we need to refer to the building's system of interventions?

## Planning and Implementing Instruction: A Guide for the Individual Teacher

### What do we want students to know and be able to do?

1. Review and map the district intended curriculum
2. Collect, understand, analyze, and use student assessment data
3. Establish desired results of your unit of study
  - Enduring Understandings (What are the big ideas?)
  - Essential Questions (What are the one or two questions that will motivate students and create inquiry around the topic?)
  - Learning Targets (What do you want students to know and be able to do - knowledge, skills, reasoning and products?)

### How will we know they have learned?

4. Determine Acceptable Evidence of Proficiency
  - Develop and/or identify assessments based on daily learning targets with a clear purpose for how the results will be used – pre-assessment, formative assessment, summative assessment
  - Evaluate assessments to verify alignment with daily learning targets
  - Identify and share criteria for quality work with students –e.g. examples of quality and non-quality student work, rubrics, expectations for work
  - Identify plan for student involvement in assessment – understanding targets and providing feedback that is descriptive, constructive, frequent, and timely so students know where they are going in their learning.

### How will I teach it? How will I respond if they do not learn or know it already?

5. Develop and implement an instructional plan.
  - Develop tentative instructional plan including instructional practices and learning activities.
  - Pre-assess to gain understanding of students' levels of readiness, skill and understanding, and deconstruct learning targets based on pre-assessment.
  - Share student-friendly learning targets with students, so they can articulate their learning.
  - Share with students samples of student work or rubrics that represent a range of quality, as appropriate.
  - Differentiate and implement the instructional plan to meet individual strengths and areas of concern.
  - Conduct formative assessment to identify and support individual student progress toward achieving learning targets.
  - Use the formative assessment data to provide students with frequent, descriptive and constructive feedback.
  - Help students evaluate and improve their own work, based on the identified criteria
  - Reflect and adjust instruction and continue to differentiate instructional plan using formative assessment data.
  - Analyze summative assessment data to identify when and which targets have been met – and plan for next instruction.

### How do I collaborate with others to help me with my teaching and learning?

6. Reflect and evaluate the process of meeting student needs
  - Is the process working?
  - What is the data telling me?
  - What additional learning, resources and/or support from my PLC team or others is needed?
  - Do I need to refer to the building's system of interventions?
7. Communicate with families regarding progress toward learning targets



Develop and maintain a culture of learning, respect, responsibility, and personalized relationships

