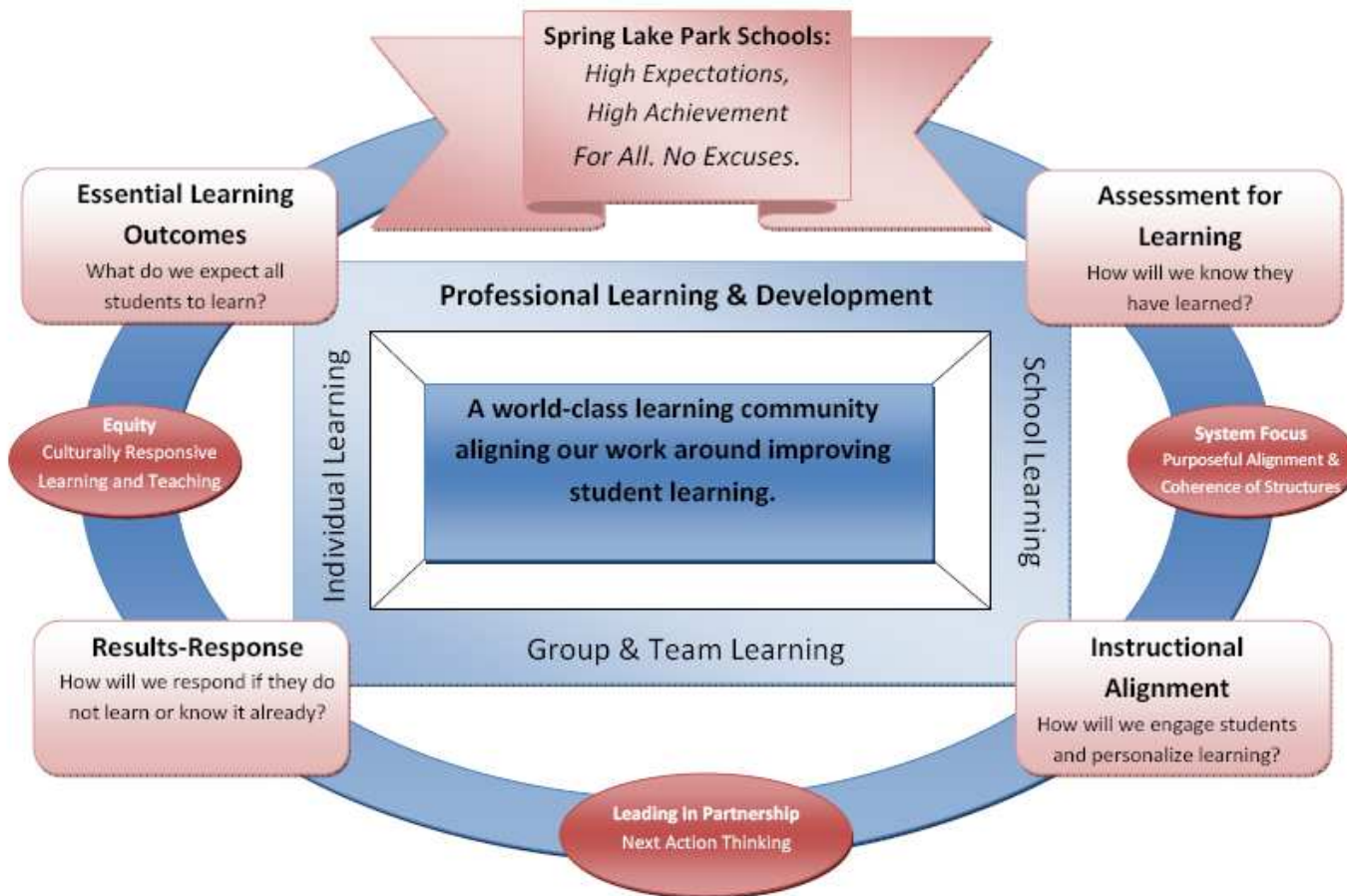
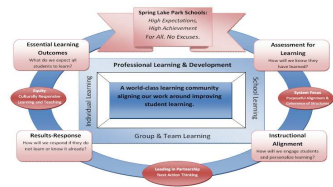


Spring Lake Park Schools Innovation Configurations



Spring Lake Park Schools Learning Community Framework



Spring Lake Park Innovation Configurations (IC)

Spring Lake Park Schools uses innovation configurations as a planning and monitoring tool for school and district initiatives. The Innovation Configurations are used at the district, school, team and teacher level to reflect on practice, monitor implementation and plan for professional learning. An Innovation Configuration may look like a rubric, but is not an evaluation tool, it is to guide reflective practice.

When Innovation Configurations are created, three questions are continually asked:

- 1) What does the innovation look like when it is in use?
- 2) What would I see in classrooms where it is used well (and not as well)?
- 3) What will teachers and students be doing when the innovation is in use?

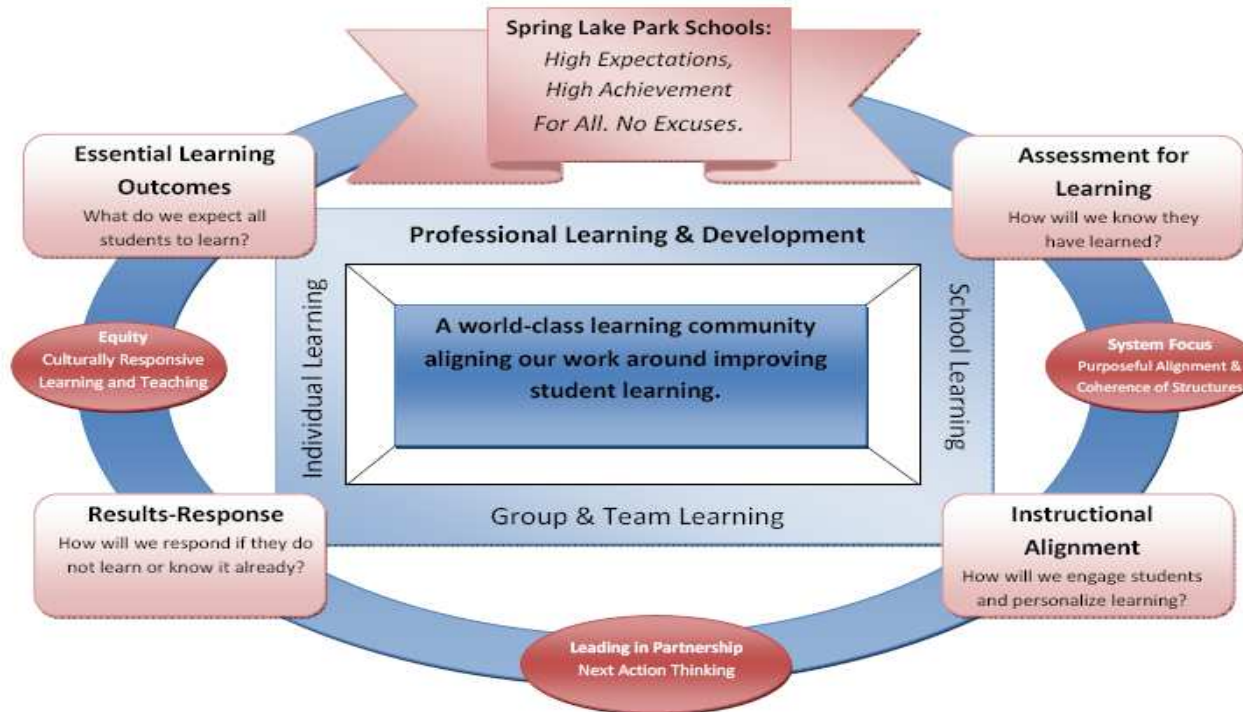
The result is a Tool that can be used to:

- Describe a new initiative to stakeholders
- Set long-range and interim goals
- Establish realistic expectations and to create a timeline to implement the initiative
- Guide teachers, teams and principals in reflective practice
- Gather data to diagnose emerging staff needs for professional development
- Monitor and gauge implementation through observations

The following innovation configurations were created by teacher leaders, administrators and coordinators from throughout the district. They will be used:

- to guide individual teacher reflection and professional growth
- to guide team reflection and professional growth
- to guide school and leadership team reflection and professional growth
- to guide school and district reflection of progress toward vision through the measurement on the vision scorecards

Individual Teacher



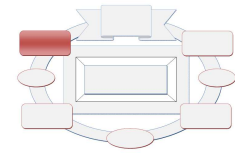
Innovation Configurations

Individual Teacher

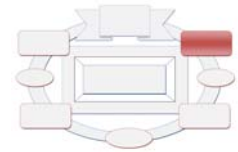
Professional Learning Community Innovation Configuration



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?				
	1	2	3	4
Personal Professional Development	<ul style="list-style-type: none"> Analyzes and reflects on personal pedagogy and seeks opportunities for professional growth through a variety of ways and applies to practice, e.g. book study, PDLA, graduate classes, action research, observation, coaching, and walk-through Leads and initiates collaboration and uses regularly to improve student learning 	<ul style="list-style-type: none"> Seeks opportunities for professional growth through a variety of ways. Actively participates in district professional opportunities and puts it into practice Willing to collaborate and initiates opportunities to do so 	<ul style="list-style-type: none"> Actively participates in district professional opportunities and sometimes puts it into practice Willing to collaborate with others when directed 	<ul style="list-style-type: none"> Content with status quo and/or solely takes classes to move forward on the salary schedule Works alone
Communication	<ul style="list-style-type: none"> Teachers communicate their learning needs to their PLC team in the areas of curriculum, instruction, and assessment 	<ul style="list-style-type: none"> Teachers communicate learning needs to their PLC team in some areas of curriculum, instruction, and assessment 	<ul style="list-style-type: none"> Teachers do not communicate their learning need to their PLC team 	



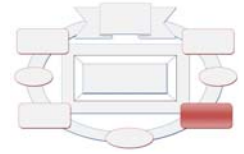
Essential Learning Outcomes: What do we expect all students to learn?				
	1	2	3	4
Content Knowledge	<ul style="list-style-type: none"> Consistently and routinely reflects upon and applies knowledge of the content including recognition of difficult content, anticipation of student misconceptions, connections to other disciplines, and students' prior and future content 	<ul style="list-style-type: none"> Occasionally reflects upon and applies knowledge of the content including recognition of difficult content, anticipation of student misconceptions, connections to other disciplines, and students' prior and future content 	<ul style="list-style-type: none"> Has knowledge of the content including recognition of difficult content, anticipation of student misconceptions, connections to other disciplines, and students' prior and future content but chooses to focus on "covering the curriculum" 	<ul style="list-style-type: none"> Has knowledge of the content, but does not consider student misconceptions, connections to other disciplines, and students' prior and future content
Backward Design	<ul style="list-style-type: none"> Connects the Enduring Understandings and the Essential Questions in planning instruction to engage students Demonstrates application of backward design, the four kinds of learning targets (knowledge, reasoning, skills and product) and Bloom's Taxonomy to align district materials and instruction to learning targets 	<ul style="list-style-type: none"> Connects the Enduring Understandings and the Essential Questions in planning instruction Demonstrates application of backward design to align district materials and instruction to learning targets 	<ul style="list-style-type: none"> Is aware of the Enduring Understandings and Essential Questions of the discipline, but does not use them effectively Aligns instruction to district materials and learning targets 	<ul style="list-style-type: none"> Is unaware of the Enduring Understandings and Essential Questions of the discipline Designs instruction mostly on what they like to teach
Learning Targets	<ul style="list-style-type: none"> Deconstructs district learning targets to develop daily learning targets and scaffold instruction to appropriately address student needs Develops and applies high quality daily learning targets that are clear, measurable, and aimed at varying levels of complexity Communicates daily learning targets, activities to reach the target, and success criteria to students in student friendly language in print and verbally 	<ul style="list-style-type: none"> Deconstructs district learning targets to develop daily learning targets and sometimes scaffolds instruction to address student needs Develops and applies high quality daily learning targets that are clear and measurable Communicates daily learning targets, activities to reach the target, and success criteria to students in student friendly language in print or verbally 	<ul style="list-style-type: none"> Uses district learning targets to develop instruction but does not scaffold instruction Occasionally develops and applies high quality daily learning targets that are clear and measurable Communicates daily learning targets and activities to reach the target in student friendly language 	<ul style="list-style-type: none"> Plans units of instruction, including activities and then links learning targets "Learning targets" are written as topic or activity Does not communicate daily learning targets



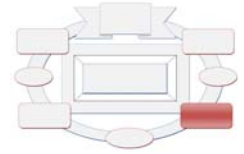
Individual Teacher

Assessment For Learning Innovation Configuration

Assessment: How will we know students have learned?				
	1	2	3	4
Purpose of Assessment	<ul style="list-style-type: none"> Identifies and creates Assessments Of and For Learning aligned to learning targets with learner needs in mind 	<ul style="list-style-type: none"> Identifies and creates Assessments Of and For Learning aligned to learning targets 	<ul style="list-style-type: none"> Identifies and creates Assessments Of and For Learning not aligned to learning targets 	
Assessment Development	<ul style="list-style-type: none"> Aligns and varies appropriate assessment methods to the type of learning targets (multiple choice, matching, short answer, essay, performance assessment, personal communication, etc.) Uses and analyzes Assessments FOR Learning (formative assessment) aligned to learning targets on a daily basis to gauge student progress and impact instruction and student learning (during lesson, next day, next unit) Uses and analyzes Assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time and to evaluate and adjust curriculum 	<ul style="list-style-type: none"> Aligns assessment to the type of learning target, but does not always vary the assessment method (multiple choice, matching, short answer, essay, performance assessment, personal communication, etc.) Uses and analyzes Assessments FOR Learning (formative assessment) aligned to learning targets to gauge student progress, but not to impact instruction and student learning Uses and analyzes Assessments OF Learning (summative assessment) to benchmark student achievement at a specific point in time 	<ul style="list-style-type: none"> Varies assessment methods (multiple choice, matching, short answer, essay, performance assessment, personal communication, etc.), but does not always align them to the type of learning targets Rarely uses and analyzes Assessments FOR Learning (formative assessment) to gauge student progress Uses Assessments OF Learning (summative assessment) for grading only 	<ul style="list-style-type: none"> Assessment methods do not match learning targets Only uses Assessments OF Learning (summative assessments)
Communication	<ul style="list-style-type: none"> Grades students to reflect progress toward learning targets, not behaviors. Career and life skills are reported separately Provides students and families with feedback that is descriptive, constructive, frequent, and immediate helping them to know how to plan and improve 	<ul style="list-style-type: none"> Grades students to reflect progress toward learning targets and may include some career and life skill behaviors Provides students and families with feedback that is descriptive and constructive while helping them to know how to plan and improve 	<ul style="list-style-type: none"> Grades include both progress toward learning targets and career and life skill behaviors Provides students and families with feedback that is basic and non-descriptive 	<ul style="list-style-type: none"> Grades mostly reflect career and life skills with less emphasis on meeting learning targets Does not provide feedback except for grades on report card and/or does not return student work
Student Involvement	<ul style="list-style-type: none"> Consistently and routinely provides students with examples of quality and non-quality work Designs assessments to involve students' accurate self assessment, monitor their own learning, and set goals in order to improve & maximize achievement. As a result, students know the meaning of their grades in terms of what they have learned 	<ul style="list-style-type: none"> Occasionally provides students with examples of quality and non-quality work Designs assessments for students to monitor their own learning. As a result, on occasion students know the meaning of their grades in terms of what they have learned 	<ul style="list-style-type: none"> Only provides examples of quality or non-quality work, but not both Rarely designs assessments to involve students in their own learning. As a result, students may not know the meaning of their grades in terms of what they have learned 	<ul style="list-style-type: none"> Does not share examples of quality and non-quality work Does not involve students in their assessments

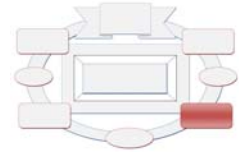


Differentiation: How will we engage students and personalize learning?				
	1	2	3	4
Instructional Strategies & Learning Experiences	<ul style="list-style-type: none"> Consistently and routinely applies information gained from a variety of assessment tools to selection of instructional strategies and learning experiences Consistently and routinely varies teaching strategies based on the match of the task (i.e., collaborative learning, creative thinking, critical thinking, inquiry, lecture, culturally competent instructional strategies, and direct skill instructional strategies) to purposefully engage all learners Consistently and routinely varies learning experiences (i.e. Independent, small, and whole group instruction) that respond to different levels of readiness, learning preference, gender, race, and culture Consistently and routinely creates opportunities for student choice in content and/or process during the course of a unit/lesson 	<ul style="list-style-type: none"> Occasionally applies information gained from student learning style inventories and interest surveys to selection of instructional strategies and learning experiences Occasionally varies teaching strategies based on the match of the task (i.e., collaborative learning, creative thinking, critical thinking, inquiry, lecture, culturally competent instructional strategies, and direct skill instructional strategies) to purposefully engage all learners Occasionally varies learning experiences (i.e. Independent, small, and whole group instruction) that respond to different levels of readiness, learning preference, gender, race, and culture Occasionally creates opportunities for student choice in content and/or process during the course of a unit/lesson 	<ul style="list-style-type: none"> The teacher does not apply information gained from student learning style inventories and interest surveys to selection of instructional strategies and learning experiences --or-- The teacher does not apply student learning style inventories and interest surveys to determine instructional strategies and learning experiences The teacher does not use more than one teaching strategy Rarely varies learning experiences (i.e. Independent, small, and whole group instruction) that respond to different levels of readiness, learning preference, gender, race, and culture Rarely creates opportunities for student choice in content and/or process during the course of a unit/lesson 	<ul style="list-style-type: none"> The teacher does not use more than one type of learning experience The teacher does not create opportunities for student choice in content and/or process during the course of a unit/lesson
Flexible Grouping	<ul style="list-style-type: none"> Consistently and routinely employs temporary flexible grouping strategies based on the match of the task to student readiness, interest, gender, race, culture, random assignment, learning style, and student choice throughout the unit(s) 	<ul style="list-style-type: none"> Occasionally employs temporary flexible grouping strategies based on the match of the task to student readiness, interest, gender, race, culture, random assignment, learning style, and student choice throughout the unit(s) 	<ul style="list-style-type: none"> Rarely employs temporary flexible grouping strategies based on the match of the task to student readiness, interest, gender, race, culture, random assignment, learning style, and student choice throughout the unit(s) 	<ul style="list-style-type: none"> Does not flexibly group students
Lesson Complexity	<ul style="list-style-type: none"> Consistently and routinely designs lessons of varying complexity (with a common target) that is based on the match of the task by including the following, as appropriate: <ul style="list-style-type: none"> Adjusting the task of the lesson Reinforcing or extending the concepts or ideas Creating lessons that build on student prior knowledge and prompt continued growth. Providing lessons for each level that are active and engaging for students 	<ul style="list-style-type: none"> Occasionally designs lessons of varying complexity (with a common target) that is based on the match of the task by including the following, as appropriate: <ul style="list-style-type: none"> Adjusting the task of the lesson Reinforcing or extending the concepts or ideas Creating lessons that build on student prior knowledge and prompt continued growth Providing lessons for each level that are active and engaging for students 	<ul style="list-style-type: none"> Rarely designs lessons of varying complexity (with a common target) that is based on the match of the task by including the following, as appropriate: <ul style="list-style-type: none"> Adjusting the task of the lesson Reinforcing or extending the concepts or ideas Creating lessons that build on student prior knowledge and prompt continued growth. Providing lessons for each level that are active and engaging for students 	<ul style="list-style-type: none"> Does not design lessons of varying complexity (with a common target)



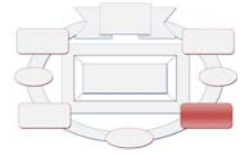
Authentic Instruction ¹ : How will we engage students and personalize learning? Teachers strive to meet three standards (higher order thinking, substantive conversation, and connections to the world beyond the classroom) when possible across a unit of instruction.					
	1	2	3	4	5
<p>Higher Order Thinking Skills</p>	<ul style="list-style-type: none"> Almost all students (90 – 100%), are performing HOTS (higher order thinking skills) almost all of the time 	<ul style="list-style-type: none"> Students are engaged in at least one major activity during the lesson in which they perform HOTS operations. This activity occupies a substantial portion of the lesson and many students are performing HOTS 	<ul style="list-style-type: none"> Students are primarily engaged in routine LOTS (lower order thinking skills) operations during a good share of the lesson. There is at least one significant question or activity in which some students perform some HOTS operations 	<ul style="list-style-type: none"> Students are primarily engaged in LOTS, but at some point they perform HOTS as a minor diversion within the lesson 	<ul style="list-style-type: none"> Students are engaged only in LOTS operations; i.e., they either receive, recite, or participate in routine practice, and in no activities during the lesson go beyond LOTS
<p>Substantive Conversation</p> <p>Teachers create learning experiences that require students to use <u>substantive conversation</u> (see features below).</p> <p>1. The talk is about subject matter in the discipline and includes higher order thinking, such as making distinctions, applying ideas, forming generalizations, or raising questions; not just reporting of experiences, facts, definitions, or procedures.</p> <p>2. The conversation involves sharing of ideas and is not completely scripted or controlled by one party (as in teacher-led recitation). Sharing is best illustrated when participants explain themselves or ask questions in complete sentences, and when they respond directly to comments of previous speakers.</p> <p>3. The dialogue builds coherently on participants; ideas to promote improved collective understanding of a theme or topic (which does not necessarily require an explicit summary statement).</p>	<ul style="list-style-type: none"> All three features of substantive conversation occur, with at least one example of sustained conversation, and almost all students participate 	<ul style="list-style-type: none"> All three features of substantive conversation occur, with at least one example of sustained conversation, and many students participate 	<ul style="list-style-type: none"> Features 2 (sharing) and/or 3 (coherent promotion of collective understanding) occur and involve at least one example of sustained conversation (i.e., at least 3 consecutive interchanges) 	<ul style="list-style-type: none"> Features 2 and/or 3 occur briefly and involve at least one example of two consecutive interchanges 	<ul style="list-style-type: none"> Virtually no features or substantive conversation occur during the lesson

¹ The core resource for this strand is Newmann, F. et al., (1995). *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring*. Madison, WI: Wisconsin Center for Educational Research. Levels 1 – 5 reflect the scoring rubric suggested by Newmann et al.

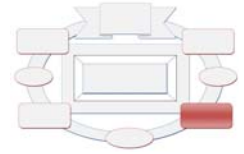


Authentic Instruction ² : How will we engage students and personalize learning?					
	1	2	3	4	5
Connections to the World Beyond the Classroom	<ul style="list-style-type: none"> Students study or work on a topic, problem, or issue that the teacher and students see as connected to their personal experiences or actual contemporary public situations. Students recognize the connections between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. This meaning and significance is strong enough to lead students to become involved in an effort to influence a larger audience beyond their classroom in one of the following ways: by communicating knowledge to others (including within the school), advocating solutions to social problems, providing assistance to people, or creating performances or products with utilitarian or aesthetic value 	<ul style="list-style-type: none"> Students study or work on a topic, problem, or issue that the teacher and students see as connected to their personal experiences or actual contemporary public situations. Students recognize the connections between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. However, there is no effort to use the knowledge in ways that go beyond the classroom to actually influence a larger audience 	<ul style="list-style-type: none"> Students study a topic, problem, or issue that the teacher succeeds in connecting to students' actual experiences or to contemporary public situations. Students recognize some connections between classroom knowledge and situations outside the classroom, but they do not explore the implications of these connections, which remain abstract or hypothetical. There is no effort to actually influence a larger audience 	<ul style="list-style-type: none"> Students encounter a topic, problem, or issue that the teacher tries to connect to students' experiences or to contemporary public situations; i.e., the teacher informs students that there is potential value in the knowledge being studied because it relates to the world beyond the classroom. For example, students are told that understanding Middle East history is important for contemporary politicians trying to bring peace to the region; however, the connection is unspecified and there is no evidence that students make the connection 	<ul style="list-style-type: none"> The lesson topic and activities have no clear connection to anything beyond themselves; the teacher offers no justification beyond the need to perform well in school

² The core resource for this strand is Newmann, F. et al., (1995). *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring*. Madison, WI: Wisconsin Center for Educational Research. Levels 1 – 5 reflect the scoring rubric suggested by Newmann et al.

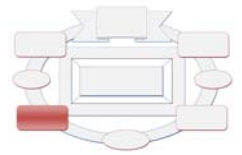


Draft 8.18.10 Meaningful Relationships with Students: How will we demonstrate caring for all by engaging students and personalizing their learning?				
	1	2	3	4
<p>Classroom Vision and Culture</p> <p>On an ongoing basis, teachers create and communicate a vision for a classroom community that has high expectations for all learners and a culture that supports it. The teachers also provide an equal balance of pressure and support so that students achieve at high levels.</p>	<ul style="list-style-type: none"> The teacher brings a mindset that culture is visible <i>and</i> invisible and routinely applies that knowledge when getting to know students and planning for instruction. The teacher purposefully creates a climate and culture based on warmth and safety that has established routines and procedures, with limits for clearly defined and communicated boundaries and expectations for academics and behavior that enact that culture. The teacher demonstrates care, compassion, and respect by believing and acting on the conviction that all students are able, valuable learners and also recognizes the reciprocal nature of such actions and beliefs. The teacher introduces students to the physical environment and classroom materials, and communicates expectations for proper use and care. The teacher provides students with a balance of support, taking into consideration the students' cultural and emotional needs, plus the necessary pressure to motivate students to achieve at high levels. The teacher brings a mindset of parents/guardians as caring partners and finds ways to involve them in the educational process. 	<ul style="list-style-type: none"> The teacher understands that culture is visible <i>and</i> invisible but does little or nothing to apply that knowledge when getting to know students and planning for instruction. The teacher purposefully creates a climate and culture based on warmth and safety by explaining the way s/he desires to achieve it but does not routinize classroom procedures that enact that culture. As a result, expectations may be high but there is a lack of clearly defined boundaries and expectations for academics and behavior. The teacher brings a mindset of parents/guardians as caring partners.. 	<ul style="list-style-type: none"> The teacher recognizes only visible culture. The teacher recognizes only visible culture and does little or nothing to apply that knowledge when getting to know students and planning for instruction. The teacher purposefully creates a hierarchical classroom climate and culture with her/himself firmly positioned at the top. The teacher uses "command and control" techniques to set expectations for academics and behavior in an attempt to motivate students academically and behaviorally. The teacher takes time to introduce students to the physical environment and classroom materials but does not explicitly communicate her/his expectations for proper use and care. The teacher attempts to motivate students by applying a lot of pressure to learn but lacks the accompanying support that some students need to achieve at high levels OR the teacher attempts to motivate students by supporting their cultural and emotional needs but does not apply the accompanying pressure that some students need to achieve at high levels. The teacher does not take parents/guardians into consideration in the educational process.. 	<ul style="list-style-type: none"> The teacher does not recognize any type of culture—visible or invisible. A classroom climate and culture is established by chance as the teacher does not attempt to create one. Expectations for academics and behavior are not defined or communicated. The teacher does not believe that all students can learn. The teacher does not explicitly introduce students to the physical environment and classroom materials and does not address expectations for proper use and care. The teacher does not attempt to motivate students to achieve and expects students to motivate themselves The teacher brings a mindset that some parents do not care about the educational welfare of their child and therefore discounts the parent as a partner in the educational process.

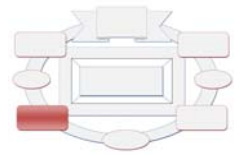


Meaningful Relationships with Students: How will we demonstrate caring for all by engaging students and personalizing their learning?				
	1	2	3	4
<p>Equity Pedagogy</p> <p>The teachers teach students the knowledge, skills, and attitudes they need to fully function in a democratic society as active, reflective citizens (i.e., the concept of “e pluribus unum”).</p> <p>Teachers help students understand the nation and world from the perspectives of the diverse groups that shaped historical and contemporary events. Teachers help students realize that while they live in a diverse nation, all citizens of our nation share many cultural traditions, values, and political ideals.³</p>	<ul style="list-style-type: none"> • The teacher is aware of her/his own culture as well as its privileges and disadvantages and is cognizant of its impact on the classroom. • The teacher recognizes that culture is elusive and ever-changing--not fixed--and therefore does not make assumptions based on race, gender, etc. • The teacher embraces the visible and invisible cultures students bring to the classroom--and sees them as legitimate-- and routinely finds ways to build relationships between home and school cultures. • The teacher routinely plans for and uses varied methods of instruction based on her/his knowledge of students' cultures, experiences, prior knowledge, and learning and cognitive styles and uses that knowledge when planning instruction. • The teacher routinely embeds a variety of cultural information, resources, and perspectives while using differentiated and authentic instruction in order to help students understand the nation's democratic heritage and traditions. 	<ul style="list-style-type: none"> • The teacher is aware of her/his own culture and its impact on the classroom but does not consider its privileges and disadvantages. • The teacher attempts to learn about various races, genders, religions, etc., but fails to recognize the diversity within those groups. • The teacher attempts to embrace the visible and invisible cultures students bring to the classroom and sees them as legitimate but does little or nothing to relationships bridges between home and school cultures. • At times, the teacher uses varied methods of instruction to connect with and reach students of diverse backgrounds by getting to know her/his students' cultures, experiences, prior knowledge, learning and cognitive styles. • At times, the teacher embeds a variety of cultural information, resources, and perspectives while using differentiated and authentic instruction in order to help students understand the nation's common heritage and traditions. 	<ul style="list-style-type: none"> • The teacher does not believe that her/his own culture has an impact on the classroom. • The teacher attempts to not see race, gender, religion, etc. for fear of being racist, sexist, or biased. • The teacher does not recognize the varied visible and invisible cultures students bring to the classroom. • At times, the teacher uses varied methods of instruction to connect with and reach students of diverse backgrounds but does not align them with her/his students' cultures, experiences, prior knowledge, learning and cognitive styles. • The teacher does embed a variety of cultural information, resources, or perspectives but does not use differentiated or authentic instruction. 	<ul style="list-style-type: none"> • The teacher is not aware of her/his own culture, its privileges and disadvantages, or its impact on the classroom. • The teacher exhibits racist, sexist, and other biased behaviors. • The teacher does not embrace the visible and invisible cultures students bring to the classroom and does not see them as legitimate. • The teacher does not use varied methods of instruction. • The teacher does not embed a variety of cultural information, resources, or perspectives.

³ Note. From Banks, J.A. (unknown publication date). *The Dimensions of Multicultural Education*. Retrieved from <http://education.washington.edu/cme/view.htm> in June, 2010.

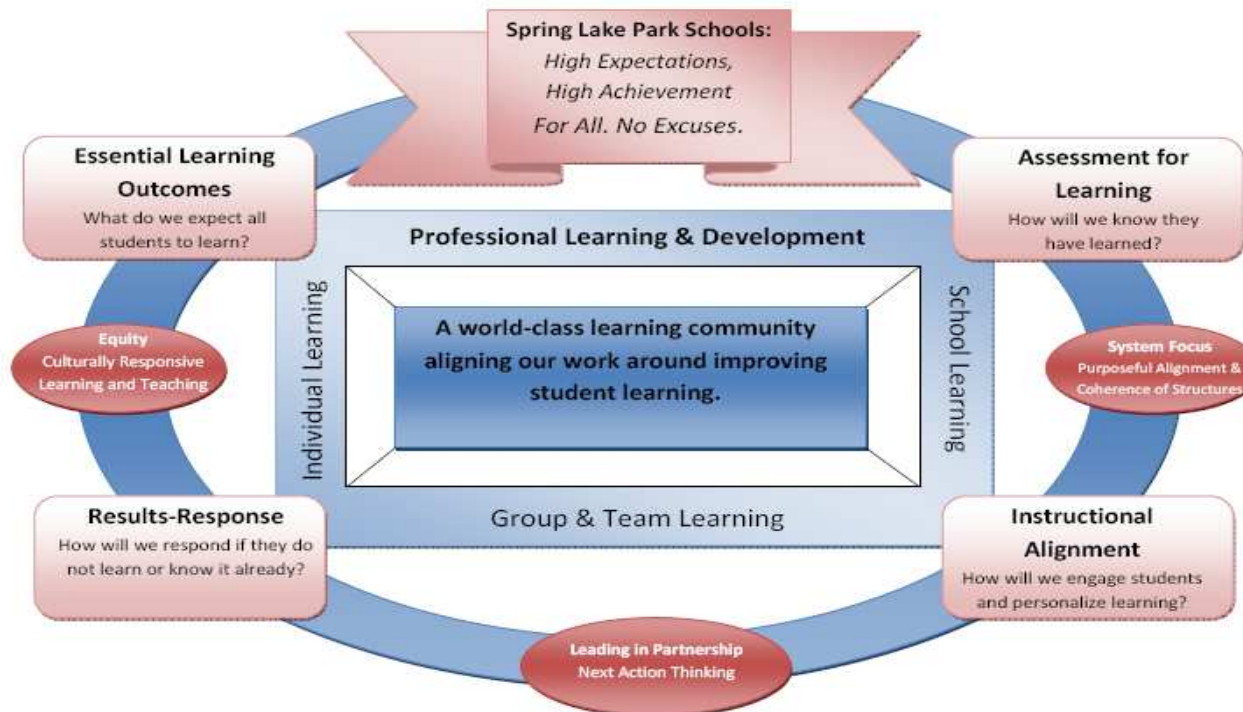


Results- Response: How will we respond if they do not learn or know it already?				
	1	2	3	4
Data Collection	<ul style="list-style-type: none"> • Benchmark data for every student is consistently and routinely collected throughout an instructional term to show growth and development • All students in Tiers 2 and 3 are progress monitored at minimum bi-weekly • Data is collected with fidelity to establish a trend line (8 data points) • All students in Tiers 4 and 5 are progressed monitored weekly. A data collection plan for individual students is developed and utilized on a consistent and routine basis to monitor implementation fidelity 	<ul style="list-style-type: none"> • Benchmark data for every student is occasionally collected throughout an instructional term to show growth and development • Some students in Tiers 2 and 3 are progress monitored bi-weekly • Data collection is discontinued at 6 data points • All students in Tiers 4 and 5 are progressed monitored less than weekly. A data collection plan for individual students is developed and utilized occasionally to monitor implementation fidelity 	<ul style="list-style-type: none"> • Benchmark data for students is rarely collected throughout an instructional term to show growth and development • Students in Tiers 2 and 3 are progress monitored less than bi-weekly • Data collection is discontinued at 3 data points • Students in Tiers 4 and 5 are not progressed monitored. A data collection plan for individual students is not developed to monitor implementation fidelity 	<ul style="list-style-type: none"> • No benchmark data is collected • Students in Tiers 2 and 3 are not progress monitored • No data is collected
Data Analysis	<ul style="list-style-type: none"> • Benchmark and progress monitoring data is consistently and routinely analyzed to identify the level of learning, student growth, and next step intervention of individual and student groups • Benchmark data is consistently and routinely analyzed across student groups throughout an instructional term to show growth and development • Benchmark data for every student is analyzed three or more times per year to show growth and development • Data is consistently and routinely used to determine interventions based on individual or specific student group needs • Progress monitoring data is analyzed on individuals and specific student groups consistently and routinely by teams every 1-2 weeks to show progress • Weekly individual fidelity checklists are for specific interventions and analyzed consistently and routinely to monitor implementation integrity 	<ul style="list-style-type: none"> • Benchmark and progress monitoring data is occasionally analyzed to identify the level of learning, student growth, and next step intervention of individual and student groups • Benchmark data is occasionally analyzed across student groups during an instructional term to show growth and development • Benchmark data for every student is analyzed two times per year to show growth and development. • Data is occasionally used to determine interventions based on individual or specific student group needs • Progress monitoring data is analyzed on individuals and specific student groups once a month or less to show progress • Weekly fidelity checklists are developed for specific interventions and analyzed occasionally to monitor implementation integrity 	<ul style="list-style-type: none"> • Benchmark and progress monitoring data is provided but the level of learning and student growth are not analyzed and a next step intervention is not identified • Benchmark data is rarely analyzed across student groups during an instructional term to show growth and development • Benchmark data for every student is analyzed once per year to show growth and development. • Data is rarely used as the basis for instructional planning to determine instruction and fluid grouping of students • Progress monitoring data is not analyzed • Weekly fidelity checklists are rarely completed for some specific student groups receiving interventions 	<ul style="list-style-type: none"> • Benchmark and progress monitoring data is not utilized to identify the level of learning or student growth • Benchmark data is not analyzed across student groups • Benchmark data for every student is not analyzed • Data is not used as a basis for instructional planning • No fidelity checklists are completed



Results - Response: How will we respond if they do not learn or know it already?				
	1	2	3	4
Response	<ul style="list-style-type: none"> • 100% of students within a classroom receive core instruction in Tier I • A Tier II fluid response in a classroom is routinely used for any student in need of intervention • Team identified and standard protocol interventions are implemented with fidelity 	<ul style="list-style-type: none"> • 100% of students within a classroom occasionally receive core instruction in Tier I • A Tier II fluid response in a classroom is occasionally used for any student in need of intervention • Team identified and standard protocol interventions are occasionally implemented with fidelity 	<ul style="list-style-type: none"> • 100% of students within a classroom rarely receive core instruction in Tier I • A Tier II fluid response in a classroom is rarely used for any student in need of intervention • Team identified and standard protocol interventions are rarely implemented with fidelity 	<ul style="list-style-type: none"> • 100% of students within a classroom are not provided core instruction in Tier I • A Tier II fluid response in a classroom is not provided for a student in need of intervention • Team identified and standard protocol interventions are not implemented with fidelity
Problem Solving Process	<ul style="list-style-type: none"> • Referrals to the problem-solving team occur when students are not at benchmark, a root cause analysis has been completed, and the student is not showing expected progress at earlier levels of intervention • Full participation in the problem-solving process includes providing descriptions for and data from earlier interventions attempted, interviews with PST members, and observations of student within the setting of concern • Ongoing interventions designed collaboratively with PST are implemented with fidelity and data is collected and reported back to the PST 	<ul style="list-style-type: none"> • Referrals to the problem-solving team are made without analyzing root cause when students are not at benchmark and are not showing expected progress at earlier levels of intervention • Participation in the problem-solving process occasionally includes providing descriptions for and data from earlier interventions attempted, interviews with PST members, and observations of student within the setting of concern • Interventions designed collaboratively with PST are occasionally implemented with fidelity and data is collected and reported back to the PST 	<ul style="list-style-type: none"> • Referrals to the problem solving team are made with no prior referral or data collection. • Participation in the problem-solving process rarely includes providing descriptions for and data from earlier interventions attempted, interviews with PST members, and observations of student within the setting of concern • Interventions designed collaboratively with PST are rarely implemented with fidelity and data is collected and reported back to the PST 	<ul style="list-style-type: none"> • Referrals to the problem solving team do not occur • Individuals are not participating in the problem solving process • Interventions are not designed with the PST

Team



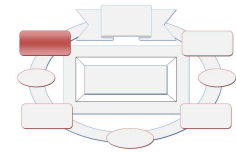
Innovation Configurations

Team

Professional Learning Community Innovation Configuration

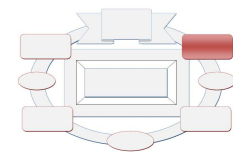


Process: What do we need to know and be able to do so we are able to collectively clarify student expectations, assess progress, and respond to student needs effectively?				
	1	2	3	4
Embedded Professional Development	<ul style="list-style-type: none"> Leads and initiates collaboration and uses regularly to improve student learning Adapts to change Applies norms and protocols Uses effective facilitation and interaction skills Promote interdependence and allow teammates to hold each other accountable for honoring their commitments Uses proven conflict management strategies 	<ul style="list-style-type: none"> Willing to collaborate but does not initiate opportunities to do so Works through change as a team Has knowledge norms and protocols Has knowledge of effective facilitation and interaction skills Overlook teammates' inability to meet commitments Asks for assistance using proven conflict management strategies. 	<ul style="list-style-type: none"> Only collaborates with others when directed Resists change as a team Does not seek knowledge of norms and protocols Does not seek information about facilitation or interaction skills. Duplicates efforts due to poor planning or implementation. Ignores conflict 	<ul style="list-style-type: none"> Allows conflict to destroy the effectiveness of the team
Communication	<ul style="list-style-type: none"> Teams communicate their learning needs in the areas of curriculum, instruction, and assessment to building LET Teams communicate successes to building LET to assure appropriate celebration of success 	<ul style="list-style-type: none"> Teams communicate some of their learning needs to the building LET Teams communicate some of their successes to the building LET 	<ul style="list-style-type: none"> Teams do not communicate their learning needs to the building LET Teams do not communicate their successes to the building LET 	<ul style="list-style-type: none"> Teams communicate their learning needs in the areas of curriculum, instruction, and assessment to building LET Teams communicate successes to building LET to assure appropriate celebration of success



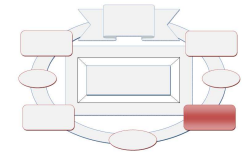
Essential Learning Outcomes Innovation Configuration

Essential Learning Outcomes: What do we expect all students to learn?				
	1	2	3	4
Content Knowledge	<ul style="list-style-type: none"> Reflects on Enduring Understandings, Essential Questions and Learning Targets to align instructional strategies, content pedagogy, and success criteria for current students 	<ul style="list-style-type: none"> Analyzes Enduring Understandings, Essential Questions, and Learning Targets to align instructional strategies, content pedagogy, and success criteria for current students 	<ul style="list-style-type: none"> Analyzes Enduring Understandings, Essential Questions, and Learning Targets to align instructional strategies, content pedagogy, and success criteria 	<ul style="list-style-type: none"> Does not consider the relationship between instructional strategies, content pedagogy, and success criteria
Backward Design	<ul style="list-style-type: none"> Consistently and routinely uses Enduring Understandings, Essential Questions and Learning Targets that represent high expectations, rigor, and important learning in the discipline 	<ul style="list-style-type: none"> Occasionally uses Enduring Understandings, Essential Questions and Learning Targets that represent high expectations, rigor, and important learning in the discipline 	<ul style="list-style-type: none"> Uses Learning Targets without connecting to Enduring Understandings and Essential Questions 	<ul style="list-style-type: none"> Is unaware of the Enduring Understandings and Essential Questions of the discipline
Learning Targets	<ul style="list-style-type: none"> Analyzes and deconstructs unit learning targets to create daily learning targets with current student needs in mind Develops high quality learning targets that are clear, measurable, and aimed at varying levels of complexity Uses our common understanding of the learning targets and success criteria for meeting the target at basic, proficient, and exemplary levels in individual practice 	<ul style="list-style-type: none"> Analyzes and deconstructs district targets to create unit learning targets with the support of others Develops high quality learning targets that are clear and measurable Develops a common understanding of the learning targets and success criteria for meeting the target at basic, proficient, and exemplary levels 	<ul style="list-style-type: none"> Utilizes district learning targets when planning instruction Occasionally develops high quality learning targets that are clear and measurable Develops a common understanding of the learning targets and success criteria for meeting the target 	<ul style="list-style-type: none"> Depends solely on the textbook for what is important Does not develop quality learning targets Develops a common understanding of the learning targets



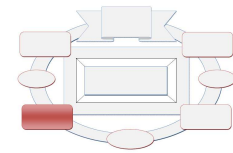
Assessment For Learning Innovation Configuration

Assessment: How will we know they have learned it?				
	1	2	3	4
Purpose of Assessment	<ul style="list-style-type: none"> Identifies and creates common assessments that are aligned with Essential Learning Outcomes, learning targets and instructional practices and includes a balance of formative and summative assessments Identifies and creates assessments that drive instruction 	<ul style="list-style-type: none"> Identifies and creates common assessments aligned with the learning targets and instructional practices Occasionally identifies and creates assessments that drive instruction 	<ul style="list-style-type: none"> Identifies and creates common assessments not aligned with learning targets Rarely Identifies and creates assessments that drive instruction 	<ul style="list-style-type: none"> Team does not create common assessments Does not identify and create assessments that drive instruction
Assessment Development	<ul style="list-style-type: none"> Varies and aligns appropriate assessment methods to type learning targets. (multiple choice, matching, short answer, essay, performance assessment, personal communication, etc.) Evaluates common assessments to verify alignment with learning targets and make appropriate modifications to assessments both before and after administration of assessment 	<ul style="list-style-type: none"> Varies assessment methods (multiple choice, matching, short answer, essay, performance assessment, personal communication, etc.), but does not always align them to the type of learning targets Evaluates common assessments to verify alignment with learning targets and make appropriate modifications to assessments after administration of assessment 	<ul style="list-style-type: none"> Assessment methods do not match learning targets. Evaluates common assessments to verify alignment with learning targets 	<ul style="list-style-type: none"> Does not evaluate assessments to verify alignment with learning targets
Communication	<ul style="list-style-type: none"> Examines student work and data to adjust instruction to meet various learner needs 	<ul style="list-style-type: none"> Occasionally uses student work and data to adjust instruction to meet student needs 	<ul style="list-style-type: none"> Adjusts instruction following a summative assessment to re-teach and enrich 	
Student Involvement	<ul style="list-style-type: none"> Creates criteria and collects examples of quality and non quality work to share with students 	<ul style="list-style-type: none"> Creates or collects examples of quality and non quality work to share with students 	<ul style="list-style-type: none"> Creates or collects examples of quality or non quality work to share with students 	<ul style="list-style-type: none"> Does not share models of quality work



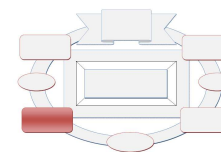
Instructional Alignment (Personalization) Innovation Configuration

Instructional Alignment: How will we engage students and personalize learning?				
	1	2	3	4
Differentiation Authentic Instruction Meaningful Relationships	<ul style="list-style-type: none"> The team uses the PLC Planning guide and the teacher level of the personalization IC to consistently and routinely engage all learners while thinking critically and reflecting about student achievement The team clearly identifies the greatest areas of need for their students in order to personalize learning experiences and raise student achievement The team leverages their use of time and resources in order to personalize instruction for all students 	<ul style="list-style-type: none"> The team attempts to use the PLC Planning guide and the teacher level of the Personalization IC to engage all learners while thinking critically and reflecting about student achievement The team identifies some areas of need for their students The team inconsistently leverages their use of time and resources in order to personalize instruction for all students 	<ul style="list-style-type: none"> The team is not making effective use of the PLC Planning guides and/or the teacher level of the Personalization IC The team does not identify some areas of need The team does not leverage their use of time and resources 	



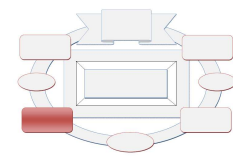
Results – Response/ System of Intervention Innovation Configuration

Results- Response: How will we respond if they do not learn or know it already?				
	1	2	3	4
Data Collection	<ul style="list-style-type: none"> Benchmark data for every student is consistently and routinely collected throughout the instructional term to show growth and development Progress monitoring data is collected on individuals and specific student groups by teams every 1-2 weeks to show progress 	<ul style="list-style-type: none"> Benchmark data for every student is occasionally collected throughout the term to show growth and development Progress monitoring data is collected on individuals and specific student groups by teams once a month or less to show progress 	<ul style="list-style-type: none"> Benchmark data for students is rarely collected throughout the term to show growth and development Progress monitoring data is not collected 	<ul style="list-style-type: none"> Benchmark data for students is not collected to show growth and development
Data Analysis	<ul style="list-style-type: none"> Benchmark and progress monitoring data is consistently and routinely analyzed to identify the level of learning, student growth, and next step intervention of individual and student groups Benchmark data is consistently and routinely analyzed across subgroups throughout an instructional term to show growth and development Benchmark data for every student is analyzed three or more times per year to show growth and development Data is used consistently and routinely as a basis for instructional planning to determine instruction and fluid grouping of students by teams Progress monitoring data is analyzed on individuals and specific student groups consistently and routinely by teams every 1-2 weeks to show progress 	<ul style="list-style-type: none"> Benchmark and progress monitoring data is occasionally analyzed to identify the level of learning, student growth, and next step intervention of individual and student groups Benchmark data is occasionally analyzed across subgroups during an instructional term to show growth and development Benchmark data for every student is analyzed two times per year to show growth and development Data is used occasionally as a basis for instructional planning to determine instruction and fluid grouping of students by teams Progress monitoring data is analyzed on individuals and specific student groups once a month 	<ul style="list-style-type: none"> Benchmark and progress monitoring data is provided but the level of learning and student growth are not analyzed and a next step intervention is not identified Benchmark data is rarely analyzed across subgroups during an instructional term to show growth and development Benchmark data for every student is analyzed once per year to show growth and development Data is used rarely as the basis for instructional planning to determine instruction and fluid grouping of students by teams Progress monitoring data is not analyzed on a tri bases 	<ul style="list-style-type: none"> Benchmark and progress monitoring data is not utilized to identify the level of learning or student growth Benchmark data is not analyzed across subgroups Benchmark data for every student is not analyzed Data is not used as a basis for instructional planning to determine instruction and fluid grouping of students by teams Progress monitoring data is not analyzed



Results – Response/ System of Intervention Innovation Configuration

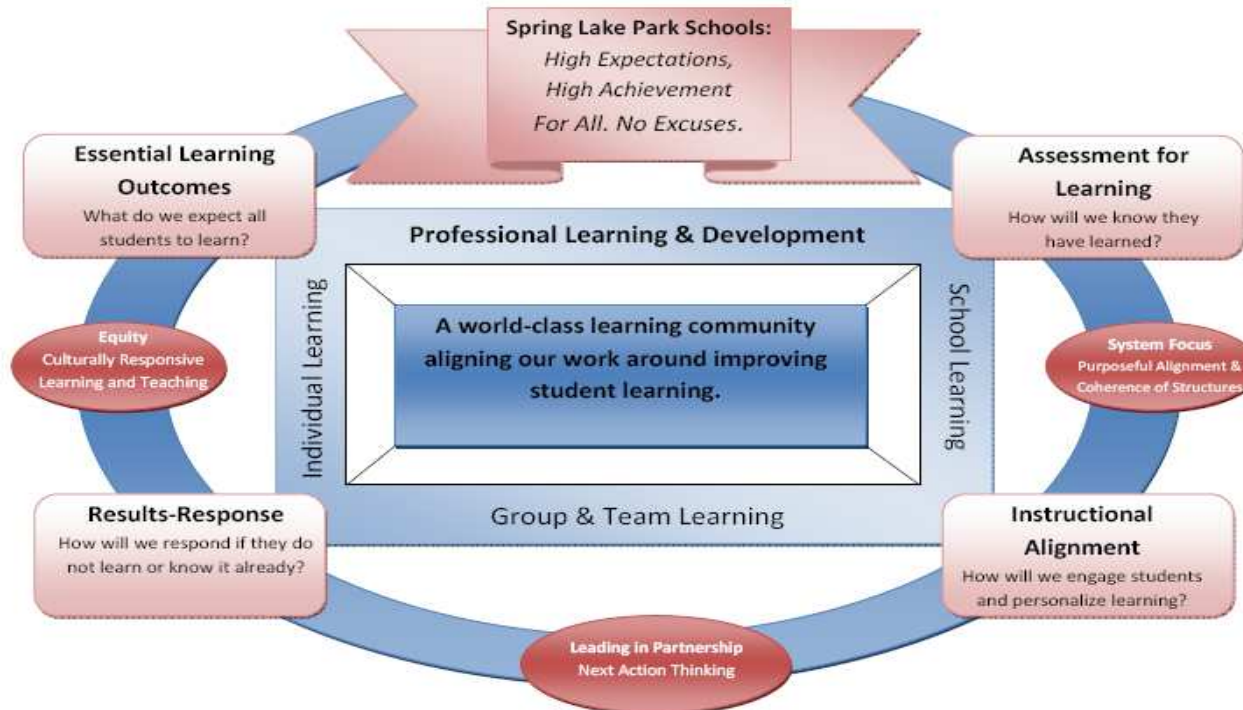
Results - Response: How will we respond if they do not learn or know it already? cont.				
	1	2	3	4
Results	<ul style="list-style-type: none"> • 10-15% of students within a grade level routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention • 5-10% of students within a grade level are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 5% of students at a grade level are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 90-100% of students at a grade level referred to Tier V qualify for special education services 	<ul style="list-style-type: none"> • 15-20% of students within a grade level routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention • 10-15% of students within a grade level are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 10% of students at a grade level are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 80-89% of students at a grade level referred to Tier V qualify for special education services 	<ul style="list-style-type: none"> • 20-25% of students within a grade level routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention • 15-20% of students within a grade level are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 10-15% of students at a grade level are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 70-79% of students at a grade level referred to Tier V qualify for special education services 	<ul style="list-style-type: none"> • 25-30% or more of students within a grade level routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention • 20-25% or more of students at a grade level are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 15-20% or more of students at a grade level are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • Less than 70% of students at a grade level referred to Tier V qualify for special education services



Results – Response/ System of Intervention Innovation Configuration

Results-Response: How will we respond if they do not learn or know it already?				
	1	2	3	4
Response	<ul style="list-style-type: none"> • 100% of teachers provide grade level core instruction in Tier I • A Tier II fluid response within a grade level is routinely used for any student in need of intervention • Weekly collaboration (within and across grade levels) ensures appropriate, standard protocol interventions for all students in need of intervention • Team identified and standard protocol interventions are examined weekly to determine effectiveness and usefulness • New standard protocol interventions are explored to determine future use 	<ul style="list-style-type: none"> • 100% of teachers occasionally provide grade level core instruction in Tier I • A Tier II fluid response within a grade level is occasionally used for any student in need of intervention • Weekly collaboration (within grade levels) ensures appropriate, standard protocol interventions for most students in need of intervention • Team identified and standard protocol interventions are examined bi-weekly to determine effectiveness and usefulness • New standard protocol interventions are occasionally explored to determine future use 	<ul style="list-style-type: none"> • 100% of teachers rarely provide grade level core instruction in Tier I • A Tier II fluid response within a grade level is rarely used for any student in need of intervention • Infrequent collaboration ensures appropriate, standard protocol interventions for some students in need of intervention • Team identified and standard protocol interventions are rarely examined to determine effectiveness and usefulness • New standard protocol interventions are rarely explored to determine future use 	<ul style="list-style-type: none"> • 100% of teachers do not provide grade level core instruction in Tier I • A Tier II fluid response within a grade level is not provided for a student in need of intervention • Collaboration is insufficient for appropriate, standard protocol intervention implementation • Team identified and standard protocol interventions are not examined to determine effectiveness and usefulness • New standard protocol interventions are not explored to determine future use
Problem Solving Process	<ul style="list-style-type: none"> • Team implements with reliability the defined problem solving process • Team provides an effective and efficient system for communication and accessing resources with validity • Team meets regularly scheduled meetings and implements common procedures, forms, and resources 	<ul style="list-style-type: none"> • Team occasionally implements with reliability the defined problem solving process • Team occasionally provides an effective and efficient system for communication and accessing resources • Team occasionally schedules meetings and implements common procedures, forms, and resources 	<ul style="list-style-type: none"> • Team rarely implements with reliability the defined problem solving process • Team rarely provides an effective and efficient system for communication and accessing resources • Team rarely schedules meetings and sometimes implements common procedures, forms, and resources 	<ul style="list-style-type: none"> • Team does not implement the defined problem solving process • Team is not in place • Team is not in place

School

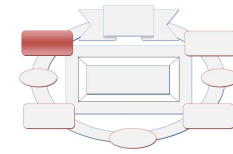


Innovation Configurations



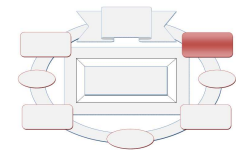
Professional Learning Community Innovation Configuration

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?				
	1	2	3	4
School Level Professional Development	<ul style="list-style-type: none"> • Building has a professional development plan in place that aligns to district and building goals • Ensures PLC team time of 60 minutes a week or more is embedded within the student contact day • Provides additional, extended learning time to support the work of the learning community and its PLC teams 	<ul style="list-style-type: none"> • Building has a professional development plan in place that is aligned only to building goals • Ensures PLC team time of 60 minutes a week or less • Provides additional learning time for the learning community and some PLC teams 	<ul style="list-style-type: none"> • Building has a professional development plan in place, but it is not aligned to any goals or initiatives • Provides insufficient resources and professional development • Does not provide additional time for learning. 	<ul style="list-style-type: none"> • There is no professional development plan in place
Communication	<ul style="list-style-type: none"> • Comprehensive reporting system is in place and used to report student achievement to all stakeholders • Communication from building LET is clear to teams; expectations and learning targets are clearly defined and individuals know who to ask or where to find information when needed 	<ul style="list-style-type: none"> • Comprehensive reporting system is in place and used to report student achievement to only parents and students • Communication from building LETs 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 	<ul style="list-style-type: none"> • Student achievement is not clearly communicated to all stakeholders • Communication from building LETs is not brought back to teams; many rumors and misunderstandings occur. 	



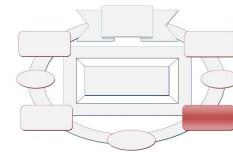
Essential Learning Outcomes Innovation Configuration

Essential Learning Outcomes: What do we expect all students to learn?				
	1	2	3	4
Content Knowledge	<ul style="list-style-type: none"> All elements of the Curriculum Development and Instructional Alignment at the school level are addressed and in place for every curriculum area Requires the use of assessments to focus both teaching and learning on essential learning outcomes (ELOs). 	<ul style="list-style-type: none"> Majority of the elements of the Curriculum Development and Instructional Alignment at the school level are addressed and in place for every curriculum area Requires the use of assessments to focus teaching or learning on essential learning outcomes (ELOs) 	<ul style="list-style-type: none"> Majority of the elements of the Curriculum Development and Instructional Alignment at the school level are ignored Requires the use of assessments to check progress in teaching or learning essential learning outcomes 	<ul style="list-style-type: none"> Curriculum Development and Instructional Alignment process is not referred to or considered. Do not assess the teaching and learning of essential learning outcomes.



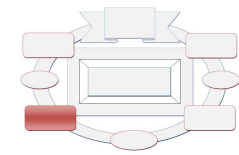
Assessment For Learning Innovation Configuration

Assessment: How will we know students have learned?				
	1	2	3	4
Purpose of Assessment	<ul style="list-style-type: none"> • 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 • All school staff understand, appropriately utilize and implement the school level assessment plan 	<ul style="list-style-type: none"> • School Assessment Plan is in place but does not defines assessments given in the school and their purpose • Some school staff understands, appropriately utilizes and implements the school level assessment plan 	<ul style="list-style-type: none"> • The school does not have an Assessment Plan • School staff unaware of school level assessment plan 	



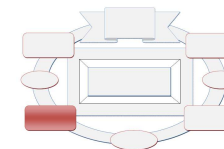
Instructional Alignment (Personalization) Innovation Configuration

Instructional Alignment: How will we engage students and personalize learning?				
	1	2	3	4
Differentiation Authentic Instruction Meaningful Relationships	<ul style="list-style-type: none"> • The school leverages their use of time and resources in creative ways in order to personalize instruction for all students. • Offers professional development and support to teachers and teams as they work to personalize instruction in order to improve student achievement. • Provides pressure and support for continuous improvement. 	<ul style="list-style-type: none"> • The school attempts to leverage their use of time and resources in creative ways in order to personalize instruction for all students. • Offers professional development that is not aligned with demonstrated needs of teachers and teams. • Provides pressure or support, but not both. 	<ul style="list-style-type: none"> • The does not leverage their use of time and resources. • Does not offer professional development. • Does not provide pressure and support. 	



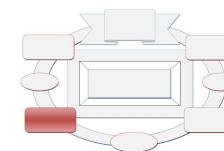
Results – Response/ System of Intervention Innovation Configuration

Results-Response: How will we respond if they do not learn or know it already?				
	1	2	3	4
Data Collection	<ul style="list-style-type: none"> Reliable, valid, and culturally competent universal screening tools are provided as part of the universal screening system of academic and/or behavior for all students Reliable, valid, and culturally competent universal screening tools are routinely used with fidelity for collecting benchmark data and progress in academics and/or behavior for all students There is a designated person(s) who maintains comprehensible school level data and generates disaggregated reports to supply teachers access to multiple types of relevant student data in easily accessible forms 	<ul style="list-style-type: none"> Reliable, valid, and culturally competent universal screening tools are provided as part of the universal screening system of academic and/or behavior for most students Reliable, valid, and culturally competent universal screening tools are occasionally used with fidelity for collecting benchmark data and progress monitoring in academics and/or behavior for all students There is a designated person(s) who maintains comprehensible school level data and allows teachers access to multiple types of relevant student data in easily accessible forms 	<ul style="list-style-type: none"> Reliable, valid, and culturally competent universal screening tools are provided as part of the universal screening system of academic and/or behavior for some students Reliable, valid, and culturally competent universal screening tools are rarely used with fidelity for collecting benchmark data and progress monitoring in academics and/or behavior for all students There is a designated person(s) who maintains the data and allows teachers access to multiple types of relevant student data 	<ul style="list-style-type: none"> Assessment tools are provided as part of the universal screening system of academic and/or behavior but lack reliability, validity, and cultural competency Reliable, valid, and culturally competent universal screening tools are not provided for in collecting benchmark data and progress monitoring in academics and/or behavior for all students There is a designated person(s) to maintain the data system but comprehensible student data is not assessable to teachers
Data Analysis	<ul style="list-style-type: none"> Benchmark and progress monitoring data is consistently and routinely analyzed to identify the level of learning, student growth, and next step intervention of individual and student groups Data is analyzed to determine effectiveness of intervention for individual students and specific student groups Core and supplemental curriculum and interventions have been implemented with fidelity as verified by data 	<ul style="list-style-type: none"> Benchmark and progress monitoring data is occasionally analyzed to identify the level of learning, student growth, and next step intervention of individual and student groups Data is occasionally analyzed to determine effectiveness of intervention for individual students and specific student groups Core and supplemental curriculum and interventions have been implemented with fidelity most of the time as verified by data 	<ul style="list-style-type: none"> Benchmark and progress monitoring data is provided but the level of learning and student growth are not analyzed and a next step intervention is not identified Data is rarely analyzed to determine effectiveness of intervention for individual students and specific student groups Core and supplemental curriculum and interventions have been implemented with fidelity some of the time as verified by data 	<ul style="list-style-type: none"> Benchmark and progress monitoring data is not utilized to identify the level of learning or student growth. Data is not analyzed to determine effectiveness of intervention Core and supplemental curriculum and interventions have not been implemented with fidelity as verified by data



Results – Response/ System of Intervention Innovation Configuration

Results-Response: How will we respond if they do not learn or know it already? cont.				
	1	2	3	4
Results	<ul style="list-style-type: none"> • 10-15% of students routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention. • 5-10% of students are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 5% of students are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 100% of students referred to Tier V qualify for special education services 	<ul style="list-style-type: none"> • 15-20% of students routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention. • 10-15% of students are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 10% of students are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 80-90% of students referred to Tier V qualify for special education services 	<ul style="list-style-type: none"> • 20-25% of students routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention. • 15-20% of students are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 10-15% of students are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 70-80% of students referred to Tier V qualify for special education services 	<ul style="list-style-type: none"> • 25-30% or more of students routinely receive Tier III intervention when they are not at benchmark and are not showing expected progress at Tier II level intervention. • 20-25% or more of students are routinely referred to Tier IV when they are not at benchmark and are not showing expected progress at earlier levels of intervention • 15-20% or more of students are routinely referred to Tier V when they are not at benchmark and are not showing expected progress at earlier levels of intervention • Less than 70% of students referred to Tier V qualify for special education services



Results – Response/ System of Intervention Innovation Configuration

Results - Response: How will we respond if they do not learn or know it already?				
	1	2	3	4
Response	<ul style="list-style-type: none"> • Standard protocol interventions resources are provided to address common academic and behavior concerns among specific student groups • Flexible scheduling is utilized to provide access to standard protocol interventions • Professional development is provided on implementation of standard treatment protocols 	<ul style="list-style-type: none"> • Standard protocol interventions resources are occasionally provided to address common academic and behavior concerns among specific student groups • Flexible scheduling is occasionally utilized to provide access to standard protocol interventions • Professional development is occasionally provided for on implementation of standard treatment protocols 	<ul style="list-style-type: none"> • Standard protocol interventions are rarely provided to address common academic and behavior concerns among specific student groups • Flexible scheduling is rarely utilized to provide access to standard protocol interventions • Professional development is rarely provided for on implementation of standard treatment protocols 	<ul style="list-style-type: none"> • Standard protocol interventions are not provided to address common academic and behavior concerns among specific student groups • Flexible scheduling is not utilized to provide access to standard protocol interventions • Professional Development is not provided for on standard treatment protocol
Problem Solving Team	<ul style="list-style-type: none"> • Problem-solving team (PST) with defined roles and responsibilities is in place • Problem-solving team has regularly scheduled meetings with common procedures, forms, and resources • Pre-referral consultation and follow-up with the referring teacher occurs at a designated time to determine success or refinement of the intervention • Problem-solving provides an effective and efficient system for communication and accessing resources • Problem-solving team consistently and routinely utilizes a Process Fidelity Checklist to ensure implementation integrity 	<ul style="list-style-type: none"> • Problem-solving team without defined roles and responsibilities is in place • Problem solving team has meetings with common procedures, forms, and resources • Follow-up with the referring teacher occasionally occurs at a designated time to determine success or refinement of the intervention • Problem-solving team provides a system for communication and accessing resources • Problem-solving team occasionally utilizes a Process Fidelity Checklist to ensure implementation integrity 	<ul style="list-style-type: none"> • Problem-solving team is not in place • Team has meetings with inconsistent procedures, forms, and resources • Follow-up with the referring teacher rarely occurs at a designated time to determine success or refinement of the intervention • Problem-solving team does not provide a system for communication and accessing resources • Problem-solving team rarely utilizes a Process Fidelity Checklist to ensure implementation integrity 	<ul style="list-style-type: none"> • The team is not in place • Follow-up with the referring teacher does not occur