

**CONTINUOUS CYCLE OF IMPROVEMENT**

**Outcome 2: Learning teams use a cycle of continuous improvement to refine teaching quality and improve student learning.**

**DATA ANALYSIS**

**2.1:** Learning teams engage in ongoing data analysis of teacher and student performance to determine school, educator, and student learning goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Analyze multiple types of data (achievement, process, demographic, and perception) at the school, team, and classroom levels throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze multiple types of data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, to set benchmark goals for teacher and student learning, and to make ongoing adjustments in both goals and strategies for attaining the goals.	Analyze student achievement and demographic data at the school, team, and classroom levels throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement and demographic data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, to set benchmark goals for teacher and student learning, and to make ongoing adjustments in both goals and strategies for attaining the goals.	Analyze student achievement data at the school, team, and classroom levels throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, to set benchmark goals for teacher and student learning, and to make ongoing adjustments in both goals and strategies for attaining the goals.	Analyze student achievement data at the school level throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, and to set benchmark goals for teacher and student learning.	Analyze student achievement data at the school level throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning.	Analyze student achievement data at the school level throughout the school year to identify student strengths and weaknesses to set annual goals for student growth.

**STUDENT LEARNING GOALS**

**2.2:** Learning teams set goals for student learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Write annual and benchmark SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on school, team, and classroom data to guide their planning and improvement efforts and revise those goals throughout the school year.	Write annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on school, team, and classroom data to guide their planning and improvement efforts and revise those goals throughout the school year.	Write annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on school, team, and classroom data to guide their planning and improvement efforts.	Receive annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on schoolwide data to guide their planning and improvement efforts.	Receive annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on districtwide data to guide their planning and improvement efforts.	Receive annual goals for student achievement based on districtwide data to guide their planning and improvement efforts.

**EDUCATOR LEARNING GOALS**

**2.3:** Learning teams write goals for educator learning aligned with student learning goals to guide professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Write annual and benchmark professional learning goals for the school and teams aligned with student learning goals and revise those goals throughout the school year.	Write annual and benchmark professional learning goals for the school and teams aligned with student learning goals.	Write annual professional learning goals for the school aligned with student learning goals.	Use district professional learning goals to guide adult learning within the school and team.	Use district professional learning goals to guide adult learning within the school.	Use topics rather than goals to guide professional learning within the school.

**MULTIPLE DESIGNS**

**2.4:** Learning teams select and implement multiple designs for professional learning aligned with NSDC’s Standards for Staff Development to develop knowledge, attitudes, skills, aspirations, and behaviors necessary to support advanced levels of student learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Select, with broad-based input from teacher leaders and teachers, and implement multiple selected designs for team and whole-school professional learning that align with educator and student learning goals and support and encourage collaborative inquiry, problem solving, and learning among educators.	Select, with broad-based input from teacher leaders and teachers, and implement two selected designs for team and whole-school professional learning that align with educator and student learning goals and support and encourage collaborative inquiry, problem solving, and learning among educators.	Select, with broad-based input from teacher leaders and teachers, and implement a single design for team and whole-school professional learning that align with educator and student learning goals and support and encourage collaborative inquiry, problem solving, and learning among educators.	Implement multiple selected designs for team and whole-school professional learning aligned with student learning goals with limited input from teacher leaders and teachers.	Implement a single design for team and whole-school professional learning aligned with student learning goals with limited input from teacher leaders and teachers.	Implement designs for team- and whole-school professional learning selected by someone outside the school without input from teacher leaders and teachers.

**INTERVENTIONS FOR STUDENT LEARNING**

**2.5:** Learning teams select or develop research-based, coherent, classroom-centered interventions for student learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Select and/or develop research-based, coherent, classroom-centered interventions for student learning that align with team and student learning goals, focus on the school's instructional framework for teaching quality, and emphasize changes in teacher practice to promote student learning.	Select and/or develop research-based, coherent, classroom-centered interventions for student learning that align with team and student learning goals and focus on the school's instructional framework for teaching quality.	Select and/or develop research-based, coherent, classroom-centered interventions for student learning that align with team and student learning goals.	Select and/or develop classroom-centered interventions for student learning that align with team and student learning goals.	Select and/or develop school-centered interventions for student learning that align with team and student learning goals.	Select and/or develop nonclassroom- and nonschool-centered interventions for student learning.

**JOB-EMBEDDED SUPPORT**

**2.6:** The school leadership team, teacher leaders (coaches), and team members provide ongoing support at the classroom level to implement educator learning to increase student achievement.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Provide continuous job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional, walk-throughs, demonstration lessons, etc.) to transfer educator learning to classroom and schoolwide practice to increase student achievement.	Provide periodic job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional, walk-throughs, demonstration lessons, etc.) to transfer educator learning to classroom and schoolwide practice to increase student achievement.	Provide occasional job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional, walk-throughs, demonstration lessons, etc.) to transfer educator learning to classroom and schoolwide practice to increase student achievement.	Provide one opportunity for job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional, walk-throughs, demonstration lessons, etc.) to transfer educator learning to classroom and schoolwide practice to increase student achievement.	Provide no job-embedded coaching or other forms of classroom-based support (e.g. peer observation, instructional, walk-throughs, demonstration lessons, etc.) to transfer educator learning to classroom and schoolwide practice to increase student achievement.	

**ONGOING EVALUATION**

**2.7:** Learning teams evaluate the effectiveness of professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Assess regularly (multiple times per year) the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards.	Assess semiannually the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards.	Assess annually the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards.	Assess over multiple years the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards.	Conduct no assessment of the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards.	