**Looking Within Activity 2: Practice Review Form**

**Domain 1: Transformational Leadership**

**Practice 1A. Prioritize improvement and communicate its urgency**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.1A.0** | School Leader establishes a School Leadership Teamcomprised of, but not limited to, school leaders,community leaders, teachers and staff representatives,family representatives, and students as appropriatethat meets routinely to engage in continuous improvement |  | None |  |
| **SC.1A.1** | School Leadership Team sets a clear direction for the school with a stated vision, theory of action, goals, and strategies for rapid and sustained improvement. |  | None |  |
| **SC.1A.2** | School Leadership Team itemizes and appropriately distributes leadership functions among teachers. |  | None |  |
| **SC.1A.3** | Communication strategies, as outlined in a plan developed by School Leadership Team, are used to routinely share improvement priorities across teachers and staff, with students, and with the school’s broadercommunity. |  | None |  |

**Practice 1B: Monitor short- and long-term goals**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.1B.1** | School Leadership Team sets student-outcome goals with baseline and student-centered performance measures informed by both summative and formative assessments and results. |  | None |  |
| **SC.1B.2** | School Leadership Team establishes and monitors implementation of an improvement or empowermentplan that is aligned with the school’s direction and includes implementation milestones, actions, and annual measures. |  | None |  |
| **SC.1B.3** | Improvement or empowerment plan includes necessary changes in personnel, programs, and professional practice as determined by needs assessment (situational analysis). |  | None |  |
| **SC.1B.4** | School Leadership Team monitors and adjusts implementation of the improvement plan through regular (typically monthly) review of progress toward goal-aligned milestones, actions, and annual measures. |  | None |  |
| **SC.1B.5** | School Leadership Team provides and responds toregular (typically quarterly) feedback on progress toward goal-aligned implementation milestones, actions, and annual measures. |  | None |  |

**Practice 1C: Customize and target support to meet needs**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.1C.1** | School Leadership Team assesses needs at the school,grade, and individual level and identifies three to five key priorities as part of a school improvement plan. |  | None |  |
| **SC.1C.2** | School Leadership Team requests and receives flexibility from the district and/or state around identified areas (e.g., flexibility in hiring staff, schoolcalendars, or use of funds) and offers data as rationale for the requests. |  | None |  |
| **SC.1C.3** | School Leadership Team plans and implements improvement strategies that are focused on student learning needs. |  | None |  |
| **SC.1C.4** | School Leadership Team plans and implements strategies tailored to address the professional learning needs of individual teachers and staff. |  | None |  |

**Domain 2: Talent Development**

**Practice 2A. Recruit, develop, retain, and sustain talent**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.2A.1** | School Leadership Team engages school personnel andthe community to identify the unique context of their school and uses this information to determine the priority competencies for teachers, staff, and leaders. |  | None |  |
| **SC.2A.2** | School leaders recommend for hire teachers, staff, and leaders from a talent pool identified by the school or district to ensure teachers, staff, and leaders are well matched to school needs. |  | None |  |
| **SC.2A.3** | Teachers, staff, and leaders are engaged in professional learning opportunities that develop and sustain effective practices to succeed in school improvement and the community. |  | None |  |

**Practice 2B: Target professional learning opportunities**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.2B.1** | School Leadership Team meets at least quarterly to review data to inform professional learning opportunities for teachers and staff then make recommendations in rapid response to identified needs, as aligned with the school’s improvement priorities. |  | None |  |
| **SC.2B.2** | School Leadership Team engages in learning opportunities with teachers and staff to learn together and reflects with them on professional practice (e.g., coaching, mentoring, observation). |  | None |  |
| **SC.2B.3** | School Leadership Team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively. |  | None |  |

**Practice 2C: Set clear performance expectations**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.2C.1** | School Leadership Team provides clear written expectations for teachers, staff, and leaders in terms of roles, effort, and expected outcomes. |  | None |  |
| **SC.2C.2** | School Leadership Team develops and implements schedules to reflect effective use of teacher and staff time, including time for teacher and staff collaboration, professional learning, and review of student data. |  | None |  |
| **SC.2C.3** | School Leadership Team examines, at least once a semester, teacher, staff, and leader role descriptions and commitments so that responsibilities can be equitably distributed. |  | None |  |

**Domain 3: Instructional Transformation**

**Practice 3A. Diagnose and respond to student learning needs**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.3A.1** | School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) meet regularly (at least monthly) to review implementation data (e.g., documentation fromwalkthroughs, practice fidelity, training, coaching) and student data (academic and socio-behavioral) for all students as well as subgroups and individual students. |  | None |  |
| **SC.3A.2** | School Leadership Team works with the district and state to secure needed resources for instructional improvement. |  | None |  |
| **SC.3A.3** | School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need. |  | None |  |

**Practice 3B: Provide rigorous, evidence-based instruction**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.3B.1** | School Leadership Team provides a menu of evidence-based instructional practices that adequately address the state standards to teachers and staff for meeting student needs. |  | None |  |
| **SC.3B.2** | To meet student needs, teachers and staff use, with a high degree of fidelity, evidence-based instructional practices that adequately address the state standards. |  | None |  |
| **SC.3B.3** | Teachers and staff receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training. |  | None |  |
| **SC.3B.4** | School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs. |  | None |  |

**Practice 3C: Remove barriers and provide opportunities**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC-3C.1** | School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) meet monthly to use an Early Warning Data System or another early identification process to identify specific students in need of support, remove barriers, and fulfill unmet needs of identified students. |  | None |  |
| **SC-3C.2** | School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) meet periodically with representatives of community organizations and match students with appropriate supports to fulfill their unmet needs. |  | None |  |
| **SC-3C.3** | School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) use data (e.g., stakeholder survey results) three times per year to measure effectiveness of the early identification process as well as appropriate internal and external supports provided to identified students. |  | None |  |

**Domain 4: Culture of Learning**

**Practice 4A. Build a strong community intensely focused on student learning**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.4A.1** | All school leaders, teachers, and staff are organized into teams with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products. |  | None |  |
| **SC.4A.2** | School Leadership Team or other identified team oversees school-home relationships that enhance student learning and operates with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products. |  | None |  |
| **SC.4A.3** | School Leadership Team clearly defines, documents, and annually reviews roles, responsibilities, and expectations relative to students’ learning for administrators, teachers, families, staff, volunteers, and students. |  | None |  |
| **SC.4A.4** | School promotes, recognizes, and celebrates growth and success in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. |  | None |  |
| **SC.4A.5** | School facilitates two-way communication and face-to-face association among school leaders, teachers, staff, students, students’ families, and community members to work together to advance student learning. |  | None |  |

**Practice 4B: Solicit and act upon stakeholder input**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.4B.1** | School Leadership Team annually conducts a survey ofteachers and staff, families, students, and community to gauge perceptions about the school, its effectiveness, and their place in it. |  | None |  |
| **SC.4B.2** | School Leadership Team annually releases to the school community a report of its analysis of survey results, including concrete actions it plans in response to the analysis. |  | None |  |
| **SC.4B.3** | School Leadership Team annually convenes meetings of teachers and staff, students, student families, and community members to review and discuss the report of its analysis of survey results. |  | None |  |

**Practice 4C: Engage students and families in pursuing education goals**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.4C.1** | Teachers and staff build students’ skills in setting learning goals, applying learning strategies, and tracking their mastery. |  | None |  |
| **SC.4C.2** | Teachers and staff help students explore possibilities, articulate their personal aspirations, and connect their learning to the pursuit of these aspirations. |  | None |  |
| **SC.4C.3** | Teachers and staff help students and their families formulate education goals and understand and use a variety of data sources about student progress and interests. |  | None |  |

**Practice 4D: Build from the strengths of diverse cultures and individual students’ potential (Responsiveness)**

| Indicator | Description | Evidence: Describe what it looks like now. Include examples, artifacts, or evidence. | Implementation(drop down menu) | Final Rating |
| --- | --- | --- | --- | --- |
| **SC.4D.1** | The school or district provides school faculty and staff with training and support to understand their own and their students’ cultural and linguistic backgrounds. |  | None |  |
| **SC.4D.2** | The school or district provides faculty and staff with training and support to avoid stereotyping of students based on assumptions and biases. |  | None |  |
| **SC.4D.3** | The school or district provides professional development for faculty on how to integrate cultural and linguistic material into the curriculum. |  | None |  |
| **SC.4D.4** | The school plans ways to infuse place-based customs and values into the school’s operating procedures, rituals, and activities. |  | None |  |
| **SC.4D.5** | The school includes community representatives from different cultural backgrounds in planning and providing school events that feature culture, customs, and values. |  | None |  |
| **SC.4D.6** | The school ensures that the promotion of the history, culture, customs, and values of culturally distinct groups is done in a way that engenders respect for the history, culture, customs, and values of other groups. |  | None |  |

KEY LEARNINGS:

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