

Continuous Improvement Implementation Framework - What Right Looks Like!

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	Estacada Evaluation Rubric	Guiding Questions	Students:	Unsatisfactory	Basic	Proficient	Exemplary
Standards	Standards 3, and 14	What do we want all students to know and be able to do?	<p>Explain the learning requirements for the course and personal learning.</p> <p>Utilize class materials or school-based websites to access the course learning requirements.</p>	<input type="checkbox"/> ELSs not posted <input type="checkbox"/> ELSs not relevant and used <input type="checkbox"/> ELSs are created by the teacher, and different than the PLC team	<input type="checkbox"/> ELSs are co-created by the teacher, and teacher team <input type="checkbox"/> ELSs are visible but unintegrated with student work or unclearly defined.	Elements of Stage 2, AND <input type="checkbox"/> Learning targets are created and visible in student-friendly language. <input type="checkbox"/> Are clearly communicated with students, and they understand but may not know the impact on their own learning <input type="checkbox"/> Students interact with rubrics by measuring exemplars or individual work samples <input type="checkbox"/> Rubrics and prompts in academic common assessments elicit a grade-level appropriate depth of thinking <input type="checkbox"/> Rubrics and prompts in academic common assessments measure the intended learning targets and ELSs	All elements of Stages 2 & 3 AND <input type="checkbox"/> Students can accurately describe their proficiency on a learning target. <input type="checkbox"/> Students can explain their plan and progress to meet the learning expectation. <input type="checkbox"/> Students understand with crystal clarity the differentiated expectations of classroom rubrics and how their output matches their proficiency.
Classroom Goals	Standards 3 and 14		<p>Explain class learning goal(s)</p> <p>Explain personal learning goal(s)</p>	<input type="checkbox"/> There are no goals <input type="checkbox"/> Students are unaware of classroom goals	<input type="checkbox"/> Inconsistent discussion of student goals <input type="checkbox"/> Goals are unaligned with school and district goals <input type="checkbox"/> Goals are not visibly displayed <input type="checkbox"/> Teacher has goals	Elements of Stage 2, AND <input type="checkbox"/> Goals are aligned to an ELS <input type="checkbox"/> Posted, and revisited with students <input type="checkbox"/> Students can recite classroom goals.	All elements of Stages 2 & 3 AND <input type="checkbox"/> Students can explain and show how their individual achievement is influencing the classroom goal <input type="checkbox"/> Students can explain and show their individual goal <input type="checkbox"/> Students can discuss how they are doing towards the goals <input type="checkbox"/> Routines and procedures are aligned to the classrooms goals (systematized)
Chart and Analyze Results	Standards 10, 11, and 14	What progress is being made toward the goal?	<p>Explain the class data relative to the class learning goal</p> <p>Chart and explain personal progress relative to data around personal goals</p>	<input type="checkbox"/> No data is displayed	<input type="checkbox"/> Data displayed is not current	Elements of Stage 2, AND <input type="checkbox"/> Data charts are updated and accurate of "live" learning <input type="checkbox"/> Data charts are regularly discussed with students <input type="checkbox"/> Students keep track of their individual data and can make the connection to their overall class goal.	All elements of Stages 2 & 3 AND <input type="checkbox"/> Students can explain their progress towards the class and individual goals. <input type="checkbox"/> Students know where they are at and where they are going next; <input type="checkbox"/> Evidence that the teacher has shared the data with the students and is rounding with them <input type="checkbox"/> Students are able to articulate strengths and weaknesses based on teacher feedback and make their own next steps
Classroom Mission Statement	Standards 6,7,8 and 14	What actions will help reach our goal?	<p>Are able to tie specific actions in the classroom to the mission</p> <p><i>Live by personal mission</i></p>	<input type="checkbox"/> No Mission Statement	<input type="checkbox"/> Mission statement was developed	Elements of Stage 2, AND <input type="checkbox"/> Mission Statement was collectively created <input type="checkbox"/> Mission Statement is used or referred often <input type="checkbox"/> Mission is aligned to school, district, and PLC goals	All elements of Stages 2 & 3 AND <input type="checkbox"/> Students are holding each other accountable to the classroom mission statement in an effort to meet their goals.
Plan	Standards 3, 11, 14	<p>What are we going to learn?</p> <p>How will we know if we've learned it?</p>	<p>Know and speak to the current learning target and proficiency measure</p> <p>Set relevant short-term learning targets with proficiency measures aligned with the learning goal</p>	<input type="checkbox"/> No Problem or plan in action steps	<input type="checkbox"/> Problem is undefined and is not measurable <input type="checkbox"/> Problem is outside of the teacher's control <input type="checkbox"/> Student only sees final grade <input type="checkbox"/> Student is unaware of expectation, knowledge, and skills are not communicated <input type="checkbox"/> Not relevant	Elements of Stage 2, AND <input type="checkbox"/> Problem is well defined and yielded from local common assessment data <input type="checkbox"/> Plan is aligned to the rubrics <input type="checkbox"/> Student(s) is/are aware of plan <input type="checkbox"/> Students are aware of the progress towards the goal.	All elements of Stages 2 & 3 AND <input type="checkbox"/> Students and team clearly understand their roles/responsibility. <input type="checkbox"/> Students know the current Learning Target, and the ELS <input type="checkbox"/> Proficiency measure is identified/shared/communicated prior to the learning cycle <input type="checkbox"/> Student plans progression towards the goal <input type="checkbox"/> Student knows the time frame of this PDSA
Do	Standards 2, 4, and 14	Which strategies will we use to achieve our plan?	<p>Explain key learning strategies used in class</p> <p>Create action steps to reach short-term learning targets</p>	<input type="checkbox"/> No strategies in action steps	<input type="checkbox"/> Teacher approached the problem and strategies without collaboration with students <input type="checkbox"/> Strategy is a student-action instead of instructional action	Elements of Stage 2, AND <input type="checkbox"/> With students, teacher documents and uses high-leverage instructional strategies that will help students meet learning targets <input type="checkbox"/> Engage students in determining which will help them achieve their goals	All elements of Stages 2 & 3 AND <input type="checkbox"/> Teacher measures whether or not the strategy was implemented as it had been intended <input type="checkbox"/> The teacher is measuring the student's skills against the rubric instead of measuring the student's access to the skill <input type="checkbox"/> Student can articulate the strategy used in class
Study	Standards 10, 11, and 14	<p>Did we improve?</p> <p>Did we meet our learning cycle goal?</p> <p>Which strategies worked or need to be adjusted?</p>	<p>Analyze data relative to learning target and contribute useful feedback to improve class learning</p> <p>Analyze personal data relative to personal learning target and determine which strategies impacted their learning</p>	<input type="checkbox"/> No data <input type="checkbox"/> Not measurable	<input type="checkbox"/> Strategy is not measured <input type="checkbox"/> Data is not collected <input type="checkbox"/> Teacher reviews the results in isolation and students are told what to do next <input type="checkbox"/> Learning cycle results are shared with students in whole class only	Elements of Stage 2, AND <input type="checkbox"/> The data is analyzed with students, it is relevant, and updated <input type="checkbox"/> Celebrate results <input type="checkbox"/> Students can connect strategy to individual growth goal	All elements of Stages 2 & 3 AND <input type="checkbox"/> Learning cycle results are visibly shared <input type="checkbox"/> The data is collectively analyzed and collected with students to determine what needs to be adapted, adopted, or abandoned <input type="checkbox"/> Students celebrating with students

						<input type="checkbox"/> Teacher solicits student feedback on the learning strategy <input type="checkbox"/> Teacher shares learning results with PLC team and asks for feedback	<input type="checkbox"/> Feedback is used by students and teachers to make adjustments
Act	Standards 10,11, and 14	What actions should we take to improve how we learn?	<p>Are able to explain improvements made in the classroom due to the PDSA process</p> <p>Are able to show improvement steps taken to reach personal learning targets</p>	<input type="checkbox"/> No action plan <input type="checkbox"/> No strategy is adopted, adapted, nor abandoned	<input type="checkbox"/> No reflection with students and teacher determines next steps <input type="checkbox"/> Teacher reflects with themselves only	<p>Elements of Stage 2, AND</p> <input type="checkbox"/> The Teacher and student collaborate on what instrument to use for the next learning cycle using a plus/delta <input type="checkbox"/> Students document outcomes and information from plus /delta is used to make adjustments and next steps. <input type="checkbox"/> The teacher takes the results back to PLC; PLC collaboratively develops a new plan based on the results.	<p>All elements of Stages 2 & 3 AND</p> <input type="checkbox"/> Teacher and students reflection are used for the next learning cycle (adapt, adopt, abandon) <input type="checkbox"/> Celebrating wins and fail forwards with students <input type="checkbox"/> Teacher takes results back to PLC; PLC collaboratively designs a framework for the next cycle designed with students. <input type="checkbox"/> Colleagues adopt a successful strategy or abandon an unsuccessful strategy; actions are scaled at large or abandoned at large