THE VISIBLE LEARNING PROGRESS FOR INSTRUCTIONAL LEADERS

Scholars First. Learning Together. Leading Tomorrow.

	CLARITY *What am I leading?*	VISIBILITY *How is it happening?*	OWNERSHIP/AGENCY *Who owns it?*	EVIDENCE *How do I know?*
PILLAR 1: Instructional Planning, Preparation & Internalization	• Intentional planning begins with clarity and data. • Clear standards and learning targets are defined. • Success criteria are clear. • PCBL competencies are identified and unpacked. • Standards-aligned plans are purposeful and coherent. • Data is used to anticipate student needs.	• Review lesson plans to confirm alignment to standards, clarity of success criteria, and integration of PCBL elements. • Review curriculum resources and pacing guides to confirm they are aligned to standards, support coherent unit progression, and reflect appropriate pacing for all learners. • Examine lesson plans for intentional differentiation.	• Teachers co-plan and internalize expectations. • Internalization deepens teacher understanding so instruction is purposeful, coherent, and responsive to the learner. • Coaches teacher growth. • Builds ownership of strong instructional implementation • PLC teams collaborate to refine instruction.	• Standards-aligned plans & artifacts (i.e., teacher exemplars, unit planning, written feedback on planning, agendas from planning meetings, sample lesson task with annotation showing internalization) • Success criteria (learning progression, rubric, or proficiency scale) posted, & BBC evidence used • Lesson task
PILLAR 2: Instructional Delivery, Student Engagement, & Rigor	• Core Tier 1 Instruction expectations are explicit and non-negotiable. • High-quality instruction is defined. • Rigorous, relevant tasks are expected.	• Observe explicit instruction & modeling. • See strategies that engage all learners. • Look for instruction that meets Core Tier 1 Expectations. • Students are progressing toward proficiency.	• Teachers own the work of engaging all students • Students are active participants in their learning. • Leaders coach for impact.	• Use of success criteria (learning progression, rubric, or proficiency scale) • Student data tracker • Walkthrough data and coaching notes • Student work and discourse
PILLAR 3: Assessment, Feedback, & Reflection Cycle	• Assessment system & cadence are clearly defined. • Feedback is ongoing, timely, specific, and actionable. • Reflection drives instructional decisions.	• Observe CFUs, formative checks, and feedback cycles. • Continuously gather evidence of learning. • See student conferences & data discussions. • Monitor use of data dashboards.	• Teachers and students gather and analyze evidence of learning aligned to clear success criteria. • Students reflect on their progress, set goals, and take ownership of next steps. • PLC teams use impactful reflection and plan next steps.	• Implementation of data analysis protocol for assessment data (i.e., MAP, i-Ready, common assessments). • Feedback artifacts. • Student growth data. • Reflection logs / PLC notes/Agenda.
PERSONALIZED COMPETENCY-BASED LEARNING (PCBL)	• Real-world learning connections are intentionally embedded to make learning relevant and transferable. • Learning paths & voice/choice are defined.	• Observe student progress toward competencies (Portrait of a JSD Warrior). • Ensure flexible pathways and real-world learning opportunities are happening.	• Students own their learning goals and progress. • Teachers personalize support based on student needs.	• Success criteria (learning progression, rubric, or proficiency scale) • Student goal tracking • MVA/performance task evidence • Student reflections, learning profiles, and portfolios
CORE TIER 1 LITERACY INSTRUCTION	• All students access grade-level content. • Explicit instruction • Essential components are non-negotiable.	• Observe daily structured literacy instruction • Monitor small group instruction and interventions. • Look for consistent implementation.	• Teachers implement with integrity. • Intervene early and consistently • Ensure equity of access to high-quality literacy.	• Literacy fidelity data (walkthroughs & Reading Success Plans with follow-up) • Student reading data (screeners, progress monitoring) • Implementation of data protocol (growth and mastery of literacy skills)
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) & DATA LITERACY	• Use data to plan differentiation and design flexible learning pathways. • Support systems are clear, consistent, and equitable. • Data informs decisions at every level.	• Monitor interventions and supports • Track data trends across schools and student groups • Make data visible and actionable	• Data from assessments inform MTSS decision-making and guide instructional adjustments, interventions, and enrichment. • Students interpret data, set goals, and track progress.	• MTSS data • Intervention fidelity • Student subgroup data • LinkIt Data dashboards • Implementation of data protocol

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