



Montebello Unified School District
***A Comprehensive
Learning Framework***



Montebello Unified School District

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Acknowledgements

The members of the Montebello Unified School District Design Team wish to thank the members of the Board of Education for their steadfast commitment to developing this Comprehensive Learning Framework (CLF). With their support, a diverse assemblage of community stakeholders, district employees, and district leaders have created a historic operational blueprint to help guide and monitor district-wide systems and practices.

The Design Team members also acknowledge Dr. Connie Kamm, Senior Professional Development Associate with Houghton Mifflin Harcourt for the leadership and support she provided towards the creation of the district's CLF. Active in school improvement for over twenty-five years, Connie has developed keen insights into organizational alignment in both education and industry. With extensive experience at the university, public school, corporate, international, national, state and provincial levels, Connie brought a wealth of real-world experience and international research to the Design Team's work.

Each of the 65 stakeholder participants who represented the Montebello Unified School District in the Design Team contributed their expertise, passion, energy and support. This document will focus the divergent aspects of our work as a learning organization and affirm the district's commitment to improving learning for all students by developing organizational structures, culture and the capacity of all personnel to foster continuous improvement.

As the district continues to refine the CLF process, the sage advice so often quoted from Margaret Wheatley continues to resonate:

Host the conversation and invite inquiry...in Montebello Unified!

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SECTION 1 – EXECUTIVE SUMMARY

1.0 INTRODUCTION

In 2011, the Montebello Unified School District (MUSD) began its tenth year in Program Improvement (PI). To bolster efforts in furthering academic achievement outcomes for all students throughout MUSD, the district forged alliances with Houghton Mifflin Harcourt (HMH). In collaboration with district leadership, HMH conducted an Implementation Audit to gauge the efficacy of select district-wide initiatives. The following instructional initiatives were selected for the audit:

- Academic Language Development (ALD)
- Advancement Via Individual Determination (AVID)
- Professional Learning Communities (PLC)
- Thinking Maps

In conducting the audit, HMH collected data from online surveys, document reviews, personal interviews, and direct observations. Implementation rubrics focused on (1) Learning Context, (2) Instructional & Assessment Strategies/Practices, (3) Professional Development, and (4) Leadership Practices. The audit findings were reported to MUSD leadership by Dr. Connie Kamm in November 2011. Although Dr. Kamm did note and highlight many positive findings and practices for each of the initiatives, four major findings warranted sincere reflection and inquiry:

- Absent from each initiative was a shared vision of what deep implementation of the initiative looks like and what it will accomplish for the students of the MUSD.
- Absent from each initiative are clear and consistent expectations for the adults who are responsible for the implementation efforts.
- Absent from each initiative was a comprehensive implementation and monitoring plan
- Absent from each initiative was a district-wide focused professional development plan to build the leadership and instructional capacity to support the implementation of each of the priority initiatives.

In an effort to address, in part, the aforementioned findings but more importantly to urgently address the “global” challenges of remaining institutionally relevant both to future graduates and the public school teaching profession itself in the years ahead, a Design Team comprised of key stakeholders from throughout the district was convened in January 2012. Charged with the task of developing a comprehensive framework to guide district-wide systems and practices, Design Team subcommittees were formed and work began under the guidance of Dr. Kamm. The

SECTION 1 – Executive Summary

district-wide collaboration resulted in the creation of a Comprehensive Learning Framework (CLF) in appendix A presented in the pages herein. Its purpose is to better anchor, monitor, and to celebrate the work of every individual, division and organization throughout the MUSD – and to ensure our continual improvement as a student-centered learning organization.

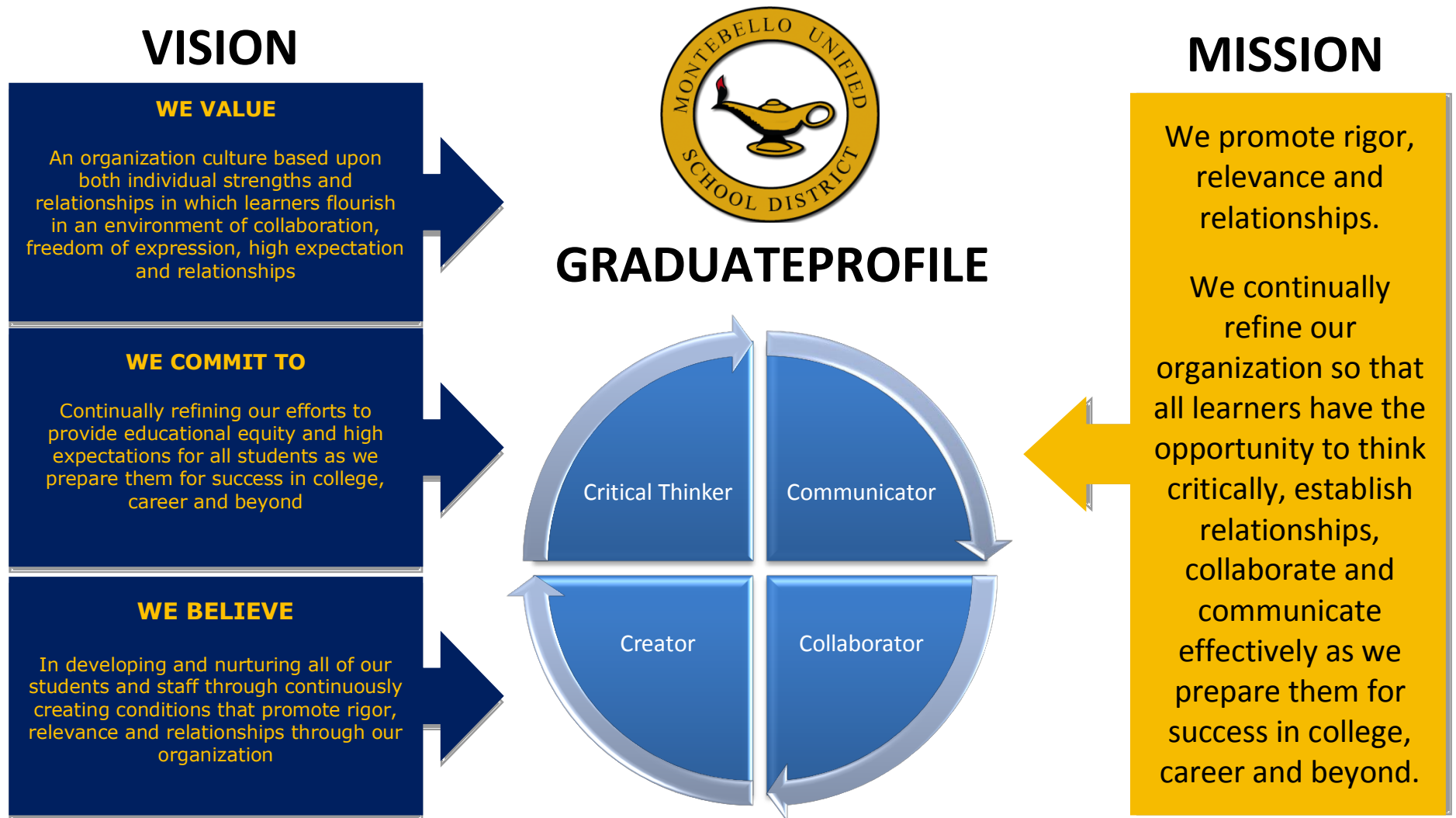
1.1 VISION, MISSION, GOALS

The MUSD Framework enables cohesive and collaborative action toward fulfilling the District’s vision and mission. The graduate profile summarizes the aims for each student educated in the MUSD system (see Exhibit 1.1):

- **Critical Thinkers:** MUSD graduates will ask questions and create solutions using their well-developed ability to think critically.
- **Communicators:** MUSD graduates will leverage their technological knowledge in order to communicate both verbally and in writing to enhance the lives of others.
- **Collaborators:** MUSD graduates will be flexible teammates who are open to working with others to create positive solutions to 21st century challenges and opportunities.
- **Creators:** MUSD graduates will take initiative to seek innovative solutions to address both local and global issues.

The CLF directs and supports cohesive and collaborative action toward fulfilling the MUSD’s vision and mission that support the MUSD graduate profile (see Exhibit 1.1).

❖ **EXHIBIT 1.1: Montebello Unified School District - Vision, Mission and Graduate Profile**



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In order to propel MUSD toward fulfillment of its vision and mission, district-level strategic goals were created to focus the efforts of all who support success of students at MUSD:

- Prepare students, Transitional Kindergarten through twelfth grade, for college and career
- Learn continuously to ensure college and career ready students
- Maintain safe and innovative environments that foster learning
- Engage parents and community in the process of student learning
- Align fiscal resources to support student learning

1.2 GUIDING PRINCIPLES

As a student-centered learning organization, MUSD is committed to illuminating and connecting all of its policies and practices through the components included in the CLF. Knowing the importance of this framework, the Design Team determined the following eight guiding principles (see Exhibit 1.2). These principles were used during the development of the CLF as filters to ensure the final end quality.

❖ **EXHIBIT 1.2: Guiding Principles**

PRINCIPLE	DESCRIPTION OF PRINCIPLE
Commitment	The Comprehensive Learning Framework affirms the District's pledge to fully implement the contents and agreements of the document.
Culture of ongoing assessment of processes & programs	The Comprehensive Learning Framework is anchored in the constant monitoring and evaluation of process and strives to encourage a context of continual progressive growth rather than static implementation of programs.
Equity	The Comprehensive Learning Framework is structured so everyone has access to a rigorous standards-based curriculum in accordance with each student's level of readiness, interests, language development needs, and long-term goals.
Feedback for continuous improvement	The Comprehensive Learning Framework focuses on indicators that emphasize the use of student achievement indicators to make informed decisions about school site and district department improvements, initiatives and innovations.
Focus	The Comprehensive Learning Framework is committed to promoting a district-wide focus on supporting students within the context of ideas and concepts presented.
Organizational trust	The Comprehensive Learning Framework firmly promotes the notion

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PRINCIPLE	DESCRIPTION OF PRINCIPLE
	of confidence in the honesty, reliability, and justice placed in the MUSD organization as a whole.
Sustainability	The Comprehensive Learning Framework is designed to maintain the District’s focus on student achievement even when changes occur in personnel and policy.
Transparency	The concepts held in the Comprehensive Learning Framework are fully accepted by the entire learning community as being easily understood, very clear, open, frank, candid and without guile or concealment.

The CLF is based on the principle of reciprocal accountability that makes a “commitment to recognize the worth of each person in the system as an active and vital member of a team charged with the responsibility for successful student learning.” (Kamm, 2010, p. 29) In *Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education*, Richard Elmore (2002) clearly explains the principle of reciprocal accountability:

For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet the expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of ‘reciprocity of accountability for capacity’. It is the glue that, in the final analysis, will hold accountability systems together (p. 5).

In addition, the CLF is designed with the ultimate goal of visible learning in the classroom as is described by John Hattie (2012) in his book *Visible Learning for Teachers*. This vision includes four major principles that guide educator practices

1. Supporting and Modeling a Visible Learning Mind Frame: Embracing the teacher’s role as evaluator, activator, learner, change agent and receiver of feedback so that passion and commitment for the language of learning leads to high expectations for all
2. Supporting and Modeling Educators as Cooperative and Critical Planners: Teachers as facilitators of continuous learning for each student; using student performance data and personal attributes to guide instruction practices
3. Supporting Adaptive Learning Experts: Contributing towards a safe learning and growth environment for students and colleagues; working to grow as an instructional expert

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using multiple strategies, knowing when and how to differentiate, fostering deliberate practice, concentration, and the confidence to succeed

4. Supporting Educators as Receivers of Feedback: Focusing on fostering a collaborative relationship with students using key feedback questions (Where am I going? How am I doing? Where to next?) to monitor and interpret learning/teaching

In order for Hattie's principles to be a reality in MUSD, the practice of rich and intentional organizational conversations must occur that support visible learning in classrooms.

Based on the research of Boris Groysberg and Michael Slind (2012) there are four elements for productive organizational conversations:

- Intimacy: Cultivating the art of listening to people at all levels of the organization and learning to speak with employees directly and authentically
- Interactivity: Leaders talk with employees and not just to them. This interactivity makes the conversation open and fluid rather than closed and directive
- Inclusion: Enables employees to provide their own ideas rather than simply parrying the ideas that others present. It enables them to serve as frontline content providers
- Intentionality: While intimacy, interactivity, and inclusion all serve to open up the flow of information and ideas within a company, intentionality enables leaders and employees to derive strategically relevant action from the push and pull of discussion and debate

What the components of this framework detail in the following sections are the envisioned actions and outcomes that are critical for a 21st century learning organization - it is a living document that is intended to guide district practices towards becoming a truly unified organization that continuously learns and improves.

SECTION 2 – THE COMPREHENSIVE LEARNING FRAMEWORK

2.0 INTRODUCTION

The foundation of the framework is the belief that accountability for student learning is a shared leadership responsibility amongst all Montebello Unified School District (MUSD) stakeholders including students, parents, staff, and the Board of Education. The Comprehensive Learning Framework (CLF) encourages and provides opportunities for all stakeholders to be actively engaged in continuously improving self-directed learning and student achievement.

It is important to recognize the hard work and commitment invested by all MUSD stakeholders in providing a rich, empowering educational experience for students; however, student learning results have not yet met expectations. According to Richard Elmore, “The call for change is NOT due to educators’ unwillingness to work hard, or due to disinterest in helping students to succeed. The problem is we have lacked the collective capacity to promote learning for all students in the existing structures and cultures of school systems” (Elmore, 2003, p.19). To improve achievement for all students, the CLF Design Team has examined ways to guide the District’s collective capacity to optimize teaching, leading and learning.

There are barriers in meeting twenty-first century educational demands with current practices. As Elmore (2002) states, “The work of schools is becoming more complex and demanding while the organization of schools remains, for the most part, static and rigid..., in large part due to the changes in society” (p. 3). He further notes that schools need to develop systemic ways to show continuous improvement, to measure this improvement and to show results in actual student academic performance. Therefore, schools need to evolve into twenty-first century learning institutions that assure student success. This transformation will require a structural change to better support the practices and culture of how our schools currently operate.

Through the CLF, all its divisions, and schools in MUSD, will aim to create a transparent system for reciprocal accountability that is student-centered, educator generated, and data driven. The system goes beyond test scores as the sole measure of student achievement. Multiple indicators will be considered and analyzed when monitoring progress toward meeting the district goal to improve student learning.

2.1 FRAMEWORK DIAGRAM

To metaphorically capture the intent and organization of the CLF, the diagram in Exhibit 2.1 visually illustrates the MUSD “student-driven” learning model of education. The elements are described in depth in the accompanying legend below the diagram. The graphic represents a system of interrelated components working harmoniously together. The “energy” is generated by the student. The bicycle represents the means by which the students are able to move forward, and the motivation to do so is provided by the “synergy” between the effective adult practices within the district’s various support structures. Learning, achievement, the path to college, career and responsible citizenship come from the conversion of the potential a child brings to the District that is converted to kinetic energy, actual movement forward with all district components driving ahead, focused on the student success defined by the graduate profile.

SECTION 2 – The Comprehensive Learning Framework

2.2 DISTRICT-WIDE INDICATORS

If the MUSD’s Vision and Mission are depicted in the form of the Graduate Profile, the District goals with accompanying performance indicators establish the path for realizing that vision. MUSD’s district-wide indicators will direct efforts toward reaching our goals through a variety of qualitative and quantitative performance data that are summarized in the following tables (see Exhibit 2.2). The main purpose of the data is to reveal progress towards achieving district-wide goals.

❖ **EXHIBIT 2.2: MUSD Goal 1: Prepare students, Transitional Kindergarten through twelfth grade, for college and career**

DISTRICT-WIDE INDICATORS	DATA SOURCE	DISAGGREGATE BY SUBGROUPS	TIMEFRAME FOR REPORTING	DEPARTMENT RESPONSIBLE FOR REPORTING
Percentage of students meeting growth targets	<ul style="list-style-type: none"> ▪ STAR: CST/Smarter Balanced, AYP, API, CMA/ CAPA, CAHSEE ▪ Fitness gram ▪ DORA & ADAM ▪ CELDT 	Yes	By October 31 st By October 31 st & By June 30 th By October 31 st By June 30 th By February 28 th	Assistant Superintendent, Instructional Services <ul style="list-style-type: none"> ▪ Director, English Learner Programs/ Curriculum & Instruction K-8 ▪ Director, Federal State Programs Department ▪ Director, Curriculum & Instruction 9-12
Percentage of students in special education meeting yearly IEP goals	<ul style="list-style-type: none"> ▪ IEP Annual Report ▪ IEP Summative and Formative Data 	Yes	By October 31 st By February 28 th By June 30 th	Deputy Superintendent <ul style="list-style-type: none"> ▪ Director, Special Education
Percentage of students who pass AP exams	<ul style="list-style-type: none"> ▪ Advanced Placement 	Yes	By October 31 st	Assistant Superintendent, Instructional Services <ul style="list-style-type: none"> ▪ Director, Curriculum & Instruction 9-12
Percentage of seniors who graduate and have	<ul style="list-style-type: none"> ▪ CDE Cal Pads Report 	Yes	By October 31 st	Assistant Superintendent, Instructional Services

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DISTRICT-WIDE INDICATORS	DATA SOURCE	DISAGGREGATE BY SUBGROUPS	TIMEFRAME FOR REPORTING	DEPARTMENT RESPONSIBLE FOR REPORTING
met the a-g criteria				<ul style="list-style-type: none"> ▪ Director, Curriculum & Instruction 9-12
Percentage of English learners progressing one or more levels per year	<ul style="list-style-type: none"> ▪ CELDT 	Yes	By February 28 th	Assistant Superintendent, Instructional Services <ul style="list-style-type: none"> ▪ Director, English Learner Programs/ Curriculum & Instruction K-8

MUSD GOAL 2: Learn continuously to ensure college and career ready students

DISTRICT-WIDE INDICATORS	DATA SOURCE	DISAGGREGATE BY SUBGROUPS	TIMEFRAME FOR REPORTING	DEPARTMENT RESPONSIBLE FOR REPORTING
Percentage of Data Teams performing at proficient or advanced on the Data Team Rubric	<ul style="list-style-type: none"> ▪ Principals' Report Using the Data Teams Rubric ▪ Site Data Teams self-assessments 	Yes (grade-span levels)	By October 31 st By June 30 th	Assistant Superintendent, Instructional Services <ul style="list-style-type: none"> ▪ Director, Federal State Programs Department ▪ Director, Curriculum & Instruction 9-12
Percentage of staff who participate in district and site initiated professional development experiences	<ul style="list-style-type: none"> ▪ Professional Learning Attendance Records 	Yes (by school)	By October 31 st By February 28 th By June 30 th	Assistant Superintendent, Instructional Services <ul style="list-style-type: none"> ▪ Director, Federal State Programs ▪ Director English Learner Programs/ Curriculum & Instruction K-8 ▪ Director, Curriculum&Instruction 9-12
Percentage of staff who earn continuing education hours and earn advanced degrees	<ul style="list-style-type: none"> ▪ District Professional Development Logs 	No	By October 31 st	Assistant Superintendent, Human Resources <ul style="list-style-type: none"> • Director, Human Resources
Percentage of administrators who meet or exceed professional	<ul style="list-style-type: none"> ▪ Evaluation Results Report by Superintendent 	No	By October 31 st	Assistant Superintendent, Human Resources <ul style="list-style-type: none"> • Director, Human Resources

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DISTRICT-WIDE INDICATORS	DATA SOURCE	DISAGGREGATE BY SUBGROUPS	TIMEFRAME FOR REPORTING	DEPARTMENT RESPONSIBLE FOR REPORTING
growth goals that are aligned to school and district improvement goals				
Percentage of teachers implementing professional development techniques	<ul style="list-style-type: none"> ▪ Formative, walk-throughs, feedback, principal observations, leadership implementation 		By October 31 st By June 30 th	Assistant Superintendent, Instructional Services <ul style="list-style-type: none"> ▪ Director, Federal State Programs ▪ Director, English Learner Programs/ Curriculum & Instruction K-8 ▪ Director, Curriculum & Instruction 9-12

MUSD GOAL 3: Maintain safe and innovative environments that foster learning

District-Wide Indicators	Data Sources	Disaggregate by Subgroups	Timeframe for Reporting	Department Responsible for Reporting
Percentage of students, staff, and parents who report schools as being safe, supportive, and innovative learning environments (agree or higher)	<ul style="list-style-type: none"> ▪ Comprehensive School Safety Plan (Anti Bullying, 40 Assets) ▪ CHKS Survey ▪ District Survey for Students Staff and Parents 	Yes	By October 31 st	Assistant Superintendent, Pupil & Community <ul style="list-style-type: none"> ▪ Assistant Director, Pupil & Community
Percentage of health and safety work orders that are completed within 48 hours	<ul style="list-style-type: none"> ▪ Maintenance and Operations Database 	Yes	By February 28 th By June 30 th	Assistant Superintendent, Business Services <ul style="list-style-type: none"> ▪ Director, Maintenance & Operations
Percentage of schools passing safety inspections	<ul style="list-style-type: none"> ▪ William’s Inspection Report ▪ Fire Marshall Report 	Yes	By June 30 th By June 30 th	Director, English Learner Programs/ Curriculum & Instruction K-8 Assistant Superintendent, Pupil & Community

SECTION 2 – The Comprehensive Learning Framework

District-Wide Indicators	Data Sources	Disaggregate by Subgroups	Timeframe for Reporting	Department Responsible for Reporting
	<ul style="list-style-type: none"> ▪ Safety Inspections (required by underwriters and pool insurance indicators) ▪ SARC 		<p>By June 30th</p> <p>By June 30th</p>	<p>Services</p> <p>Director Maintenance & Operations</p> <p>Assistant Superintendent, Pupil & Community Services</p>
Suspensions or expulsions rates	<ul style="list-style-type: none"> ▪ Synergy 	Yes (By school and grade)	By June 30 th	Asst. Supt., Pupil & Community Services
Percentage of students attending school daily	<ul style="list-style-type: none"> ▪ Monthly attendance reports 	Yes	Monthly	Asst. Supt., Pupil & Community Services

MUSD GOAL 4: Engage parents and community in the process of student learning

DISTRICT-WIDE INDICATORS	DATA SOURCE	DISAGGREGATE BY SUBGROUP	TIMEFRAME FOR REPORTING	DEPARTMENT RESPONSIBLE FOR REPORTING
Percentage of parents logging onto School Loops	School Loop Parent Registration Log	Yes (by grade-span level)	Annually By June 30 th	Information Technology
Percent of participation in DAC district/site Parent Advisory Committee	<ul style="list-style-type: none"> ▪ Agenda, Sign-in Sheets 	No	By June 30 th	Pupil & Community
Percent of participation in MCPTA/site PTA	<ul style="list-style-type: none"> ▪ Agenda, Sign-in 	No	By June 30 th	Parent Involvement; Pupil & Community
Number of parents enrolled in an Adult Education Parent Education Class	<ul style="list-style-type: none"> ▪ Enrollment 	No	By June 30 th	Adult Ed.
Number of parents attending Parent-Teacher Conferences	<ul style="list-style-type: none"> ▪ Sign-in Sheets 	No	By February 28 th By June 30 th	Curriculum & Instruction
Number of District newspapers published and News Releases	<ul style="list-style-type: none"> ▪ E-Newsletters ▪ Hard copy newsletter ▪ Web postings 	No	By June 30 th	Pupil & Community

SECTION 2 – The Comprehensive Learning Framework

MUSD GOAL 5: Align fiscal resources to support student learning

DISTRICT-WIDE INDICATORS	DATA SOURCE	DISAGGREGATE BY SUBGROUP	TIMEFRAME FOR REPORTING	DEPARTMENT RESPONSIBLE FOR REPORTING
Percentage of resources for Professional Development aligned with District Goals	<ul style="list-style-type: none"> ▪ Principal Reports/ Workshops, Sign-In-Sheets 	No	By June 30 th	Business Services
Percentage of resources allocated/aligned to District Initiatives/Priority	<ul style="list-style-type: none"> ▪ Analysis of Facilities Square Footage Accounting Expenditure 	No	By June 30 th	Business Services

The implementation of this framework will lead to increased focus, sustained reflective practices and mutual accountability; and serve to guide each individual in every division throughout the district to better understand how she/he contributes to the success of all students.

SECTION 2 – The Comprehensive Learning Framework

❖ **EXHIBIT 2.3: The 2012-2013 timeline for the completion and implementation of the CLF will be updated on a yearly basis.**

MUSD COMPREHENSIVE LEARNING FRAMEWORK TIMELINE 2012-2013		
ACTION	TARGET DATE	PERSON(S) RESPONSIBLE
Review current School Plan: begin revision process	March 2012- December 2012	Federal/State Programs Department
Peer Review of School Plan	October 12, 2012	Federal/State Programs Department
School Plan Final Review	November 22-24, 2012	Federal/State Programs Department
Guidance Coalition Meeting/ Framework Implementation Team	November 28-30, 2012	Design Team Framework Members
Final School Plans to Board	December 20, 2012	Federal/State Programs Department
School Site Councils review implementation of the School Plan	Winter 2012 - Spring 2013	Principals
Guidance Coalition Meeting/ Framework Implementation Team	January 22 and 24, 2013	Design Team Framework Members
Guidance Coalition/ Framework Implementation Team Writing Meetings	February 2013	Design Team Framework Writing Members
Guidance Coalition Meeting/ Framework Implementation Team	March 12-13, 2013	Design Team Framework Writing Members
Guidance Coalition Writing Meeting/ Framework Implementation Team	April 17-18, 2013	Design Team Framework Writing Members
Comprehensive Learning Framework Review and Approval by Board of Education	May 16, 2013	Superintendents
Data Summit	May 29-30, 2013	Federal/State Programs Department
Write Strategic Improvement Plans	September 2013	Principals
Strategic Improvement Plans to Assistant Superintendents	December 2013	Principals
Guidance Coalition Meeting/ Framework Implementation Team	October 2013, January 2014, April 2014	Design Team Framework Members

SECTION 3 – STRATEGIC IMPROVEMENT PLAN

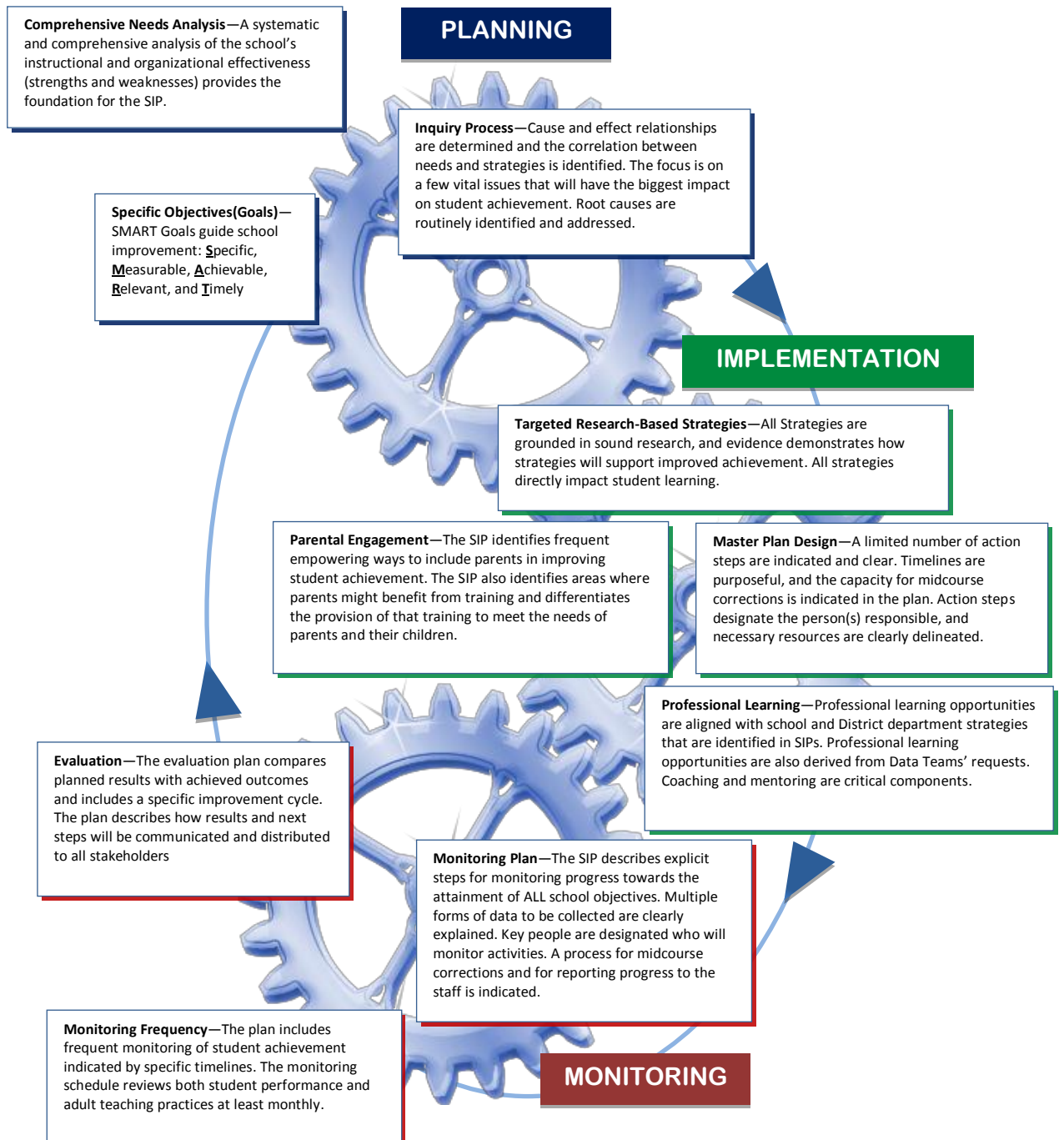
3.0 INTRODUCTION

Houghton Mifflin Harcourt’s Planning, Implementation and Monitoring Rubric (PIM) offers a research-based model for school and District department improvement planning that is proven to lead to growth in student learning (see Appendix B). This model includes a comprehensive analysis of qualitative and quantitative data, goals, research-based strategies, actions steps, and results indicators. By design, the PIM process serves to guide the work of school and District department leadership teams as they engage in a cyclical improvement planning process (see Exhibit 3.1).

Based on the PIM model, the Montebello Unified School District (MUSD) Strategic Improvement Plan (SIP) serves as the improvement planning roadmap for each school and District department. The plan is anchored in processes and practices that ensure the successful realization of **S**trategic, **M**easurable, **A**chievable, **R**elevant, and **T**imely (SMART) goals that are aligned with the District’s strategic goals. In addition, the SIP provides a structured focus and a filtering system for decision-making which results in a more powerful impact on student achievement.

SECTION 3 – The Comprehensive Learning Framework

❖ EXHIBIT 3.1: Planning, Implementation, Monitoring Process



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SECTION 3 – The Comprehensive Learning Framework

3.1 STRATEGIC IMPROVEMENT PLAN TEMPLATES

Shared leadership and purposeful collaboration involving every member of a school site or District department are at the core of SIP (see Appendix C). Sections 3.1.1 to 3.1.9 go over the SIP’s designed components that will lead to:

- Deep implementation of research-based strategies.
- Frequent monitoring.
- Mid-course corrections when necessary.

3.1.1 Leadership Teams

School and District department leadership teams, responsible for facilitating the development and implementation of their respective SIPs, are comprised of specific stakeholder groups (see Exhibit 3.2).

❖ EXHIBIT 3.2: Composition of Leadership Team

SCHOOL SITE TEAMS	DISTRICT DEPARTMENT TEAMS
<p>1. Certificated and Classified Staff</p> <ul style="list-style-type: none"> ▪ Teachers, Counselors, Psychologists ▪ Representatives of Support Populations i.e., Custodial staff, Instructional Aides, IT staff, Library Media Assistants, Nurses, Nutrition Services staff, Records Clerks, Secretaries ▪ Administrators, Intervention Facilitators, Program Specialists, Teachers on Special Assignment <p>2. Parent/Community Representatives</p> <ul style="list-style-type: none"> ▪ School Site Council members (Optional) ▪ English Learner Advisory Committee representatives (Optional) ▪ TITLE I representatives (Optional) ▪ Gifted And Talented Education representatives (Optional) ▪ Community Advisory Committee (CAC) representatives (Optional) 	<ul style="list-style-type: none"> ▪ Certificated and Classified Staff ▪ Managers/Supervisors ▪ Director/Assistant Superintendent ▪ School representatives (Optional) ▪ Community representatives (Optional) ▪ Business/Industry representatives (Optional) ▪ Consultants (Optional)

SECTION 3 – The Comprehensive Learning Framework

3.1.2 Comprehensive Needs Analysis

The Comprehensive Needs Analysis includes a thorough examination of both cause data and effect data:

- Cause data – indicators that monitor the adult implementation of selected strategies and the degree the strategies are implemented with fidelity
- Effect data – indicators that measure student results (See Exhibit 3.3).

❖ **EXHIBIT 3.3: Examples of Cause Data and Effect Data**

SCHOOL CAUSE DATA (PROFESSIONAL PERFORMANCE)	SCHOOL EFFECT DATA (STUDENT LEARNING RESULTS)
<ul style="list-style-type: none"> ▪ Staff implements the determined school-wide strategies with fidelity (Data Source: observation records) <ul style="list-style-type: none"> – Teachers implementing research-based student engagement strategies in classrooms daily (Data Sources: observation records, DT minutes, lesson plans) – Teachers require students to write for information within each unit of study in all content areas and grade levels. Common rubrics are used to provide feedback to both students and teachers. (Data Sources: Student writing folders, observations, Data Team minutes and agendas) – Staff develops and implements authentic performance tasks for each unit of study, helping students make real-world connections to material learned in class (Data Sources: observation records, DT minutes, lesson plans) 	<ul style="list-style-type: none"> – Disaggregated quarterly benchmark results showing trends in academic growth – School attendance records and daily formative assessment results – Students’ responses to prompts on formative assessments focused on the connection between standards-based concepts and skills; and real world applications

SECTION 3 – The Comprehensive Learning Framework

DISTRICT DEPARTMENT CAUSE DATA (PROFESSIONAL SERVICES AND PROCEDURES)	DISTRICT DEPARTMENT EFFECT DATA (RESULTS OF SERVICES AND PROCEDURES)
<ul style="list-style-type: none"> ▪ Technology Integration staff providing effective, hands-on professional learning opportunities in schools regarding web-based programs (Data Source: Teacher feedback questionnaires) ▪ Maintenance and Operations personnel responding in a timely manner (within 24 hours for safety issues) to work order requests made through Maintenance Direct (Data Source: Work order printouts) 	<ul style="list-style-type: none"> ▪ Software statistics indicating accurate use of web-based programs ▪ Job completion form (within 24 hours) and client satisfaction response on maintenance direct questionnaire Maintenance Direct questionnaire

The Comprehensive Needs Analysis requires leadership teams to develop questions to help guide inquiry and thoughtful reflection about emerging trends and relationships in their cause data and effect data (see Exhibit 3.4).

❖ **EXHIBIT 3.4: Sample Questions to Guide Inquiry**

SCHOOL QUESTIONS
<ol style="list-style-type: none"> 1. What does the disaggregated data reveal about how students are performing in ethnic, socio-economic groups and special needs populations? 2. Where are the gaps in achievement? 3. Which initiatives did the school implement and to what degree?

DISTRICT DEPARTMENT QUESTIONS
<ol style="list-style-type: none"> 1. What does the data reveal about how our department is performing? 2. Where are the gaps in service/performance? 3. What practices/procedures did the department implement and to what degree?

The Comprehensive Needs Analysis also examines disaggregated data for special populations and demographic groups to determine whether or not selected practices, services and strategies are appropriate for all applicable stakeholders. The analysis of disaggregated data will help leadership teams prioritize areas of concern to aid in the development of school site or District department Specific, Measurable, Achievable, Relevant, and Timely (SMART) goals. Exhibit 3.5 includes examples of data sources to disaggregate.

❖ **EXHIBIT 3.5: Sources of Data**

SOURCES OF SCHOOL SITE DATA
Sources of a data that must be included in the comprehensive needs analysis
<ul style="list-style-type: none">▪ California Standards Test▪ Adequate Yearly Progress (AYP)▪ Academic Performance Index (API)▪ California English Language Development Test (CELDT)▪ California High School Exit Exam (CAHSEE)▪ Diagnostic Online Reading Assessment/Diagnostic Online Math Assessment (DORA/DOMA/ADAM)
Sources of data that may be included in the SIP:
<ul style="list-style-type: none">▪ Graduation Rates▪ Completion of a-g requirements▪ Advanced Placement Exam results▪ District Benchmark Data▪ Common Formative Assessments▪ Attendance▪ Suspension/Expulsion rates
SOURCES OF DISTRICT DEPARTMENT DATA
<ul style="list-style-type: none">▪ Safety Committee reports▪ Financial Audits▪ Budget Mandates▪ Insurance Claims▪ Work Orders completed▪ Percentage of pupils that participate in child nutrition programs▪ Pupils transported▪ Purchase Orders processed▪ Suspension/Expulsion rates▪ Attendance/Absentee rates▪ Satisfaction Surveys

In addition, the Comprehensive Needs Assessment also requires that data are triangulated, ensuring that conclusions drawn from the data are based on multiple measures.

3.1.3 Action and Monitoring

This section of the SIP guides school and District department leadership teams to develop their SMART goals, differentiate strategies to meet the SMART goals, and identify the sources of the cause or effect data that will be used to measure the impact of their strategies. In addition, the Action and Monitoring Plan ensures alignment of district-wide strategic goals and school/department SMART goals as well as the alignment of district-wide indicators with school site and District department cause and effect data.

3.1.3.a Identifying Goals and Performance Indicators

At the beginning of each SIP cycle, leadership teams will identify two to three goals, strategies, and indicators for their school or District department that are aligned with the District's strategic goals and performance indicators.

The following questions can be used to prioritize the school/District department SMART Goals:

- Does the SMART goal reflect prioritized learning needs determined by the Comprehensive Needs Analysis?
- Is the school or District department SMART goal succinctly stated with clearly identifiable measures?
- Is the goal attainable within the proposed time frame?
- Is the school or District department SMART goal aligned with the MUSD strategic goals?
- Do the identified measures align with the MUSD performance indicators?

3.1.3.b Research-Based Strategies

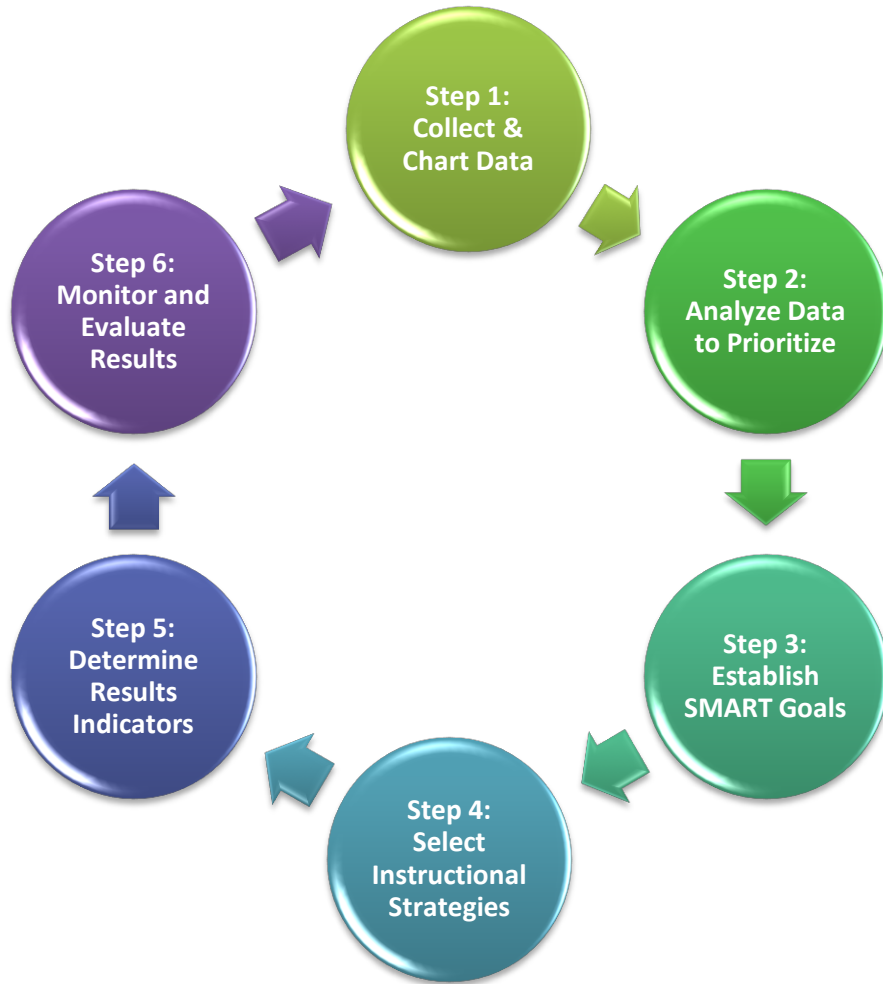
Reviewing research-based strategies allows schools and District departments to consider those strategies known to have the greatest effect in order to achieve their SMART goals. Leadership teams select one strategy per SMART goal. The strategy must be supported by well-documented research. Each strategy is accompanied by action steps and leadership team members' responsibilities.

3.1.3.c Data Team Implementation

The Data Team process is addressed in greater detail in Section 4 of this CLF. In schools, Data Teams are content/grade level teacher-based teams that study the impact of their actions on student learning results. District departments, Data Teams also study the impact of their actions. In response to the SIPs, school and District department Data Teams are also responsible for implementing and monitoring the SIP strategies.

Each school and District department leadership team will detail how they plan to implement the strategies in their SIP through their Data Teams. Data collected through the Data Team process (i.e., formative, summative, process assessments) will be used to check progress toward the achievement of the SMART goals included in the SIPs.

❖ **EXHIBIT 3.6: Data Teams Process for Results**



3.1.3.d School/District Performance Indicators and Data Sources

Adult implementation indicators measure the effectiveness of adult actions that are linked to stated SIP strategic goals. These indicators are accompanied by appropriate data sources.

Results indicators measure the impact of the adult actions on the recipients of that action. Schools measure student results indicators to determine how a strategy has impacted student learning and well-being. In District departments, results indicators will vary depending on the recipients of their strategies. For example, if Maintenance and Operations selects a new maintenance request process to streamline their response time, they may look at schools' feedback about the effectiveness of the maintenance request process.

3.1.4 Action Steps for School Sites/Departments

This section of the SIP is designed to help leadership teams outline action steps necessary to deeply implement each strategy they have selected. Included on this page are timelines, person(s) responsible, measures to determine efficacy, and necessary resources.

3.1.5 Professional Learning Plan

In order to ensure effective implementation of each school's or District department's selected strategies, it is essential to determine what Professional Learning needs to be included. Every staff member of the school or District department should have an understanding of why Professional Learning has been selected. In addition, it is imperative that all recipients of the professional learning opportunities has ample time to practice and be supported with coaching and additional training as necessary. Section 7 on professional learning describes the process that schools and District departments will follow.

3.1.6 Ongoing Evaluation

School and District department leadership teams must evaluate their progress in accomplishing their SMART goals monthly. They consider data from cause and effect indicators to reflect on the effectiveness of their actions and make midcourse corrections to their strategies as necessary.

SECTION 3 – The Comprehensive Learning Framework

3.1.7 Communication

School and District department leadership teams are responsible for communicating elements of the SIP to relevant stakeholders as well as providing interim and final progress reports.

3.1.8 End of Year Reflection and Next Steps

At the end of each academic year, school and District department leadership teams reflect on their yearly progress and recommend further actions and next steps.

3.2 CONCLUSION

The Strategic Improvement Plan (SIP) is the cornerstone of the District’s improvement agenda. It unites schools and District departments with a common language and structure to improve student/employee capacity; and drawing upon research-based practices to improve achievement. The SIP is the strategic roadmap that all school and District department leadership teams will use to collaboratively address areas of concern, prioritize strategic goals, and create action steps. The SIPs connect with all of the components with the Comprehensive Learning Framework:

- **Data Teams (Section 4):** Implement the strategies included in the SIP; provide indicator data about the effectiveness of the strategies
- **Evaluation (Section 5):** Expands knowledge and skills of educators and provides feedback to the individual
- **Rigorous Curriculum Design (Section 6):** Provides information about what students at each grade level are expected to know (concepts) and be able to do (skills) in accordance with Common Core State Standards; provides formative assessments to determine students’ progress and guides the creation and evaluation of SIPs for schools
- **Professional Learning (Section 7):** Supports staff in continuous learning so that selected strategies can be fully implemented
- **Communication (Section 8):** Reports school and District department progress in meeting goals both internally and externally
- **Celebration and Support (Section 9):** Provides support for schools and District departments in meeting their SIP goals and recognizes those that achieve them

SECTION 4 – DATA TEAMS

4.0 INTRODUCTION

District efforts to implement the Cycle of Effective Instruction and Professional Learning Communities (PLC) have met with partial success and some increase in student achievement based on gains noted in our Annual Yearly Progress (AYP) and Academic Performance Index (API) data. However, based on Houghton Mifflin Harcourt’s Implementation Audit, neither protocol has been deeply implemented district-wide. The Data Teams process enhances the work of PLC’s. Data Team practices anchor PLC’s on a cycle of inquiry and continuous improvement giving Montebello Unified School District (MUSD) staff a consistent protocol to follow as they analyze formative assessments. The Data Teams process provides specific steps in a well-designed cycle that clearly guides MUSD staff as they conduct Data Teams in their professional learning communities.

While many educators claim to use a PLC process for school improvement, evidence of their success lay in their improved student achievement results. Based on his experience across North America, Mike Schmoker (2006) notes that the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting.

The Data Team process helps identify successful teaching and leadership practices that serve as measurable indicators, along with student learning evidence, within an effective holistic accountability system such as the Comprehensive Learning Framework (CLF). Data Teams “provide a structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs. This structure allows schools and school systems to break down the silos of individual practice and create instead truly professional teams of educators who continuously reflect on and improve their practice” (Houghton Mifflin Harcourt, 2010, p. xi).

SECTION 4 – Data Teams

4.1 DEFINITION

A Data Team is a group of educators working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Truly doing the work of a Data Team changes how and what work educators do in their schools. “Data Teams is a process to be pursued but is never quite perfected” (Hargreaves, 2004, p. 48 and DuFour & Marzano, 2011, p. 22). "The Data Teams process is not a fad or an add-on program, task, or meeting. The process provides a fundamentally different structure to collaboratively address the learning needs of all students" (DuFour & Marzano, 2011).

In addition, Data Teams are groups of educators at the school level and in District departments who work to identify and address the learning needs of students. The primary focus of the Data Team is on student mastery of outcomes and priority indicators through effective instructional practices that are substantiated by assessment results. These small, grade-level, department, course, or subject area teams examine student work generated from a common formative assessment in order to improve instruction.

District departments such as Pupil and Community Services, Facilities, and Business also operate Data Teams. Although the primary focus of all district employees is to support optimal student learning, District department Data Teams concentrate on the strategies that they have identified and developed to support the specific needs of schools and the District.

All teams have scheduled, collaborative, structured meetings that use the six-step Data Team process to focus on the effectiveness of their teaching and/or practices and subsequent effects on student learning.

The specific Data Teams process for schools is designed around the following fundamental principles:

1. Use a data-driven process that is based on the belief that all children can learn the outcomes regardless of the cultural, socio-economic or other demographic factors that affect them and that the major influential factor that affects student learning is the quality of instruction (Hattie, 2009; Marzano, 2003)
2. Focus on priority curriculum student learning outcomes, generate common formative assessments & use common scoring guides to monitor & analyze student performance as well as the impact of the instruction strategies they employed
3. Shift to job-embedded professional learning through continuous collaboration and shared decision-making based upon the evidence of student results

SECTION 4 – Data Teams

4. Document student learning as evidence, including numerical data, observations and conversations
5. Choose instructional strategies that are research-based
6. Act on the evidence collected about the strategies used in order to determine what helps students and teachers learn
7. Commit to continuous improvement and constantly seek and implement instructional strategies to improve learning, reflect on their results and build promising practices

4.2 THREE BIG IDEAS THAT DRIVE THE DATA TEAMS PROCESS IN SCHOOLS

(Based on DuFour & Marzano, 2011)

The Data Teams process is “intended to impact & improve teaching... and create the conditions that help educators become more skillful in teaching because great teaching and high levels of learning go hand in hand” (DuFour & Marzano, 2011, p. 23). The three big ideas that drive the Data Teams process for schools are: 1) Ensure that all students learn at high levels; 2) Build a culture of collaboration and 3) Focus on results.

4.2.1 Big Idea #1: Ensure that All Students Learn at High Levels

The Data Team is a continuous improvement cycle in which educators use formative assessment information to examine data and determine what kind of adult actions will take place to ensure improved student learning and achievement. DuFour & Marzano note that educators work together to determine:

- What systems have we put in place to ensure that every student has access to the curriculum regardless of the teacher?
- How will we know if our students are learning?
- How do we check for understanding on an ongoing basis in our individual classrooms?
- How will we as a team gather evidence of each student’s proficiency?
- What criteria will we use to assess the quality of student work?
- How can we be sure that all teachers apply the criteria consistently?
- How will we respond when students do not learn?
- What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, directive and systematic rather than invitational and random?
- How can we provide students with multiple opportunities to demonstrate learning?
- How will we enrich and extend the learning for students who are proficient?

SECTION 4 – Data Teams

- How can we differentiate instruction so that the needs of all students are being met without relying on rigid tracking? (DuFour & Marzano, 2011, p. 22 & 23)

4.2.2 Big Idea #2: Build a Culture of Collaboration

In order to help all students learn, educators work collaboratively to analyze & improve their teaching and student learning. Time to collaborate is embedded into the routine practice of the school. Data Teams set goals for student learning to which members commit and for which they are held accountable through improved results in student learning. Teachers work interdependently as they use the process to improve each individual as well as the collective results. Essentially, the Data Teams model offers continuous, job-embedded, collaborative learning to affect all students on a system-wide basis. The types of collaboration required of teachers in the Data Teams process is to engage in the meetings, develop common formative assessments, score assessments, and teach content and process as agreed by the group.

4.2.3 Big Idea #3: Focus on Results

Educators continuously monitor student learning and base decisions on data and evidence. “In order to know if students are learning and to respond appropriately to student needs...we want educators to be hungry for evidence of student learning and use that evidence to drive continuous improvement” of the Data Teams process (DuFour & Marzano, 2011, p. 24). Data Teams gathers evidence not only to understand and improve each student’s learning, but to plan appropriate teaching responses that improve teaching as well as the collaborative team effort. The team asks questions such as:

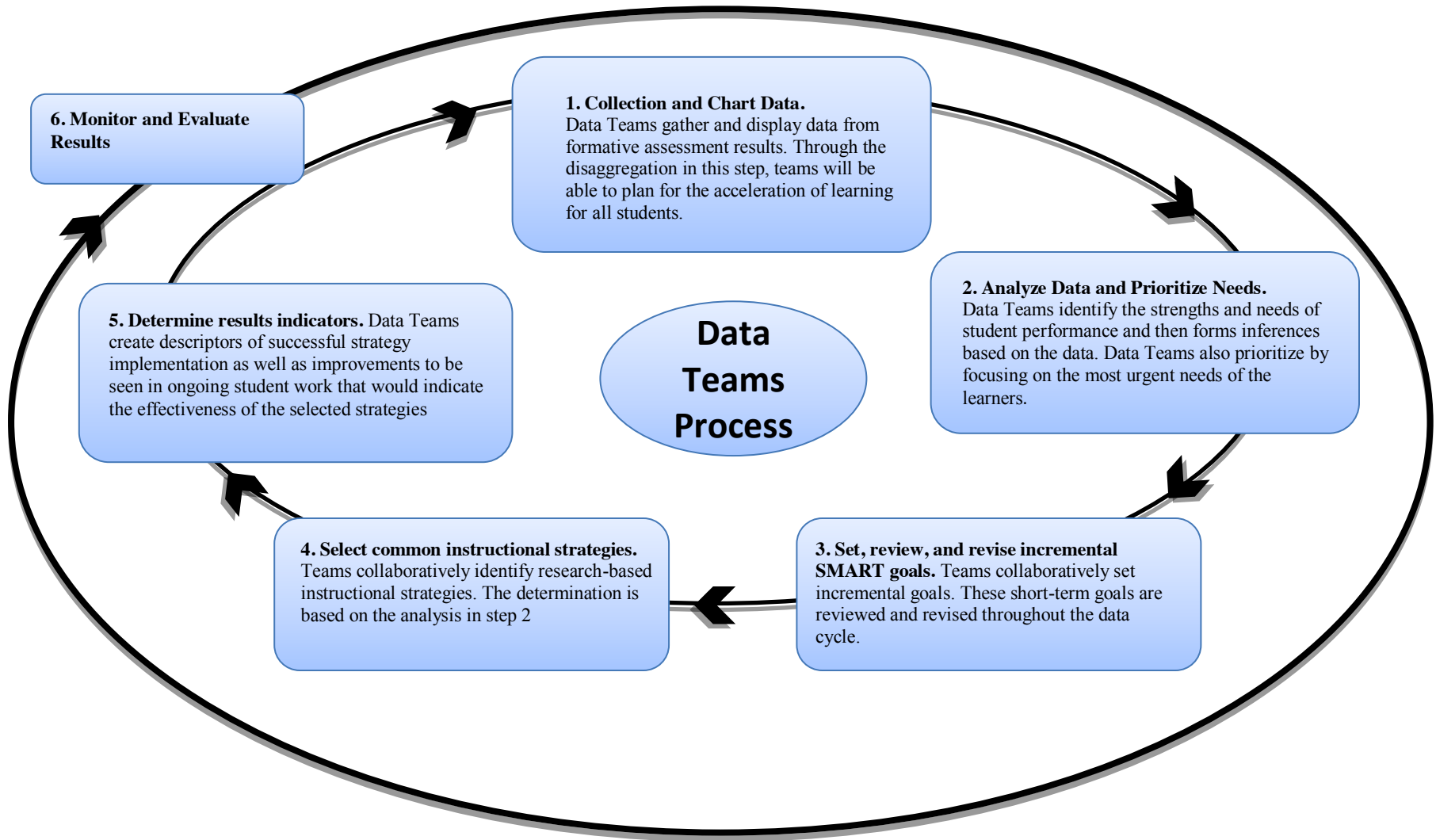
- Which teachers are getting excellent results teaching this skill/concept?
- How can we learn from one another?
- In what area are our students having the most difficulty?
- What must we learn as a team in order to better address that area of difficulty?

4.3 THE SIX STEP CYCLE FOR DATA TEAMS

The Six-Step Process is the cycle used by the Data Team to do their work (see Exhibit 4.1). Data Teams improve practice by using a self-assessment rubric to determine their level of implementation (cause data) of the process. This rubric is found in Appendix D of Data Teams, 3rd Edition (Houghton Mifflin Harcourt, 2008, 2010).

SECTION 4 – Data Team

❖ EXHIBIT 4.1: The Six-Step Data Teams Process



4.4 SCHOOL DATA TEAMS

The Data Team includes teachers and a variety of support personnel. The structure of the team depends upon the answers to decisions around common curriculum, school size and structure, and common Learning Improvement Plans. Additional information, including a Data Team Reflection for School Data Teams, is provided in Appendix E and in the Data Teams Training Manual (Houghton Mifflin Harcourt, 2011).

4.4.1 Roles

The role of the teacher is to understand and participate in the Data Teams process. Specifically, to:

- Use the 6 step inquiry process
- Assess students to provide useful data
- Use effective instructional strategies
- Determine results indicators
- Implement the decisions of the team with fidelity
- Participates and implements professional development

Roles of Data Team Members at the Site Level

Each member in a Data Team has a role to play (see Exhibit 4.2). All professionals must be engaged as active participants who work together towards the goal of optimal student learning. Members may take on the roles of recorder, data technician, data wall curator, time keeper, and focus monitor during the Data Team meetings. Every Data Team must have a Data Team Leader. This person may be appointed by the principal, volunteer for the position, or be selected by the team members. This person (or people if teams decide to rotate the role) must be an effective facilitator, communicator, and be knowledgeable about effective strategies. Data Team leaders are also responsible for communicating with administration about Data Teams at least once a month, but are not in the position to evaluate team members.

SECTION 4 – Data Team

❖ EXHIBIT 4.2: Roles of Data Team Members at the School Level

ROLES	RESPONSIBILITIES
Data Team Leader	<ul style="list-style-type: none">▪ Set the agenda for every Data Team meeting▪ Communicate meeting date, time and location to all Data Team members▪ Facilitates Data Team meetings▪ Meets with principal at least once a month to communicate about the Data Teams
Recorder	<ul style="list-style-type: none">▪ Takes notes during meetings▪ Copies and disseminates notes to all team members and the administration
Data Technician	<ul style="list-style-type: none">▪ Collects data▪ Prepares tables/charts/graphs that represent assessment results▪ Communicate results to all stakeholders
Data Wall Curator	<ul style="list-style-type: none">▪ Displays the team's progress / data within the school
Timekeeper	<ul style="list-style-type: none">▪ Monitors the time during the meeting
Focus Monitor	<ul style="list-style-type: none">▪ Works with the timekeeper and makes sure that all discussions are about student learning and teaching▪ Reviews group norms at the start of every meeting

4.4.2 Responsibility of the School Principal

Role of the Principal:

- Creates the Data Team structure that best fits the school goals and the needs of the students that address the curriculum
- Ensures that team sizes are kept to a manageable number of members
- Arranges, when possible, common planning time for teachers
- Shares the leadership amongst staff in the decision-making process
- Assists in ensuring fidelity of implementation of instructional strategies as well as the Data Team process
- Assists the Data Team to assess its own success using the Data Team rubric
- Provides support for professional development

The success of Data Teams is dependent on the role administration plays at each site (see Exhibit 4.4.3). Data Teams need the full support from administrators in the form of clear expectations, dedicated time for teams to meet, resources, communication between all parties, feedback, and observations. Principals will receive the minutes of each Data Team and meet with team leaders at least once a month to guide and direct instructional

SECTION 4 – Data Team

practices, allocate resources such as time, instructional coaching, and professional development.

Site Principals form a Data Team at Elementary, Middle, and High School levels. During the monthly principal meetings, they use the six-step Data Teams process to analyze data from their site Data Teams. Time needs to be set aside at every principal meeting to share their findings and allow for collaboration using the Data Teams process. Principals report the level of effective implementation of Data Teams as measured by the Data Team Rubric and student academic achievement at each school site (cause and effect data).

❖ EXHIBIT 4.3: Principal’s Responsibilities

ROLE	RESPONSIBILITIES
Principals	<ul style="list-style-type: none">▪ Communicate clearly the priority of Data Teams, etc.▪ Understand concept of Common Formative Assessments(CFAs)▪ Observe and assist with the Six-Step Process.▪ Observe classrooms▪ Provide feedback and suggestions.▪ Review Data Team minutes▪ Regularly visit and support Data Teams meetings▪ Provide dedicated time and resources▪ Meet with Data Team site Leader at least once a month▪ Meet with District Leaders at least once a month▪ Celebrate success of Data Teams

4.5 DISTRICT LEVEL DATA TEAMS

One of the key aspects of continuous learning relates to the process of gathering evidence of student learning as well as the contributing effect of instructional strategies used by teachers. This direct cause (the impact of what teachers do) and effect (the result on student learning) relationship is critically important if we are to continuously improve our teaching practice. Based on this evidence, we implement research-based and/or known effective instructional practices. These two types of evidence collected on a regular basis by Data Teams are *cause data* and *effect data*.

4.5.1 Cause Evidence

Cause data is the information gathered about fidelity of implementation of strategies. It is intended to be a formative, non-evaluative process to improve teaching and learning. Fidelity means the faithful implementation of a strategy. Some ways to help build fidelity include:

- Teacher self-assessment:
 - a. Did I do what I said I would do?
 - b. Are the strategies working?
 - c. How do I know?
 - d. How do I address diverse student needs?
- Feedback from administrator walk-throughs
- Videotaped and teacher-analyzed (of self) evidence from actual lessons
- Observations (anecdotal, checklists, etc...)

4.5.2 Effect Evidence

Effect data is information gathered to determine if the strategies implemented by teachers had the desired effect on student learning. It may be based on student product, observations or personal communication (see Appendix F). It allows identification of learner needs, comparison over time and whether the strategy worked for each student.

When teachers gather effect data, it should be:

- Aligned to the essential indicators for the curriculum outcomes
- Constructed using parallel forms common classroom assessments
- Based on collaboratively-determined criteria (by teacher groups) for proficiency
- Gathered using a common assessment strategy and tool
- Moderated through collaborative scoring to ensure teachers are more alike than different in their scoring interpretations

4.6 SCHOOL DATA TEAMS MEETING CYCLE

Data Teams meet at least bi-monthly to discuss their evidence, choose strategies and set goals. Administrators are encouraged to arrange more frequent meetings, as is possible. Templates to assist Data Teams with the structure of the meeting protocol are included in Appendix F.

SECTION 4 – Data Team

Outside of the Scheduled Meetings

- A. Choose a team structure: vertical, horizontal, whole school (see Appendix G)
- B. Understand the purpose and process of the Learning Improvement Teams
- C. Establish roles
- D. Establish norms (see Appendix H)
- E. Complete the School Improvement Plan process to choose school goals if these are not carried over from the previous year
- F. Study the unwrapped curriculum outcomes that are impacted by the School Strategic Improvement Plan. This includes determining the Big Ideas, Essential Questions and vocabulary
- G. Determine how student proficiency will be measured. This process includes studying the indicators to determine how they fit in with the four levels of achievement, selecting appropriate assessment tools that match the indicators that will be used. Many assessment tools have been created for this purpose (see Appendix I)
- H. Complete pre-assessments as indicated by the School Improvement Plan and score these before the first Data Team begins to establish baseline data. Collaborative scoring is recommended
- I. Enter data onto an appropriate spreadsheet
- J. Collect and send data to the Data Technician before the first meeting
- K. Print out graphs

Collaborative Meeting 1: Before Instruction

Follow the Six Step Cycle Exhibit 4.1

- 1. Collect and Chart Data (5 minutes)
- 2. Analyze Data and Prioritize Needs (10-15 minutes)
- 3. Establish Smart Goals (2-3 minutes)
- 4. Select Instructional Strategies (15 minutes)
- 5. Determine Results Indicators (10 minutes)
- 6. Plan to Monitor and Evaluate (5 minutes)

Collaborative Meeting 2: After Instruction

- A. Monitor and evaluate effect evidence (post-assessment)
- B. Review cause evidence to determine fidelity of implementation

SECTION 4 – Data Team

- Did we do what we said we'd do?
 - Are the strategies working?
 - How do we know?
 - How did we address diverse student needs?
- C. If the goal was met, create or select the learning outcomes for the next unit of study or skill set
- D. If the goal was not met, repeat the steps of the Data Team. Another option is to consider how intervention will be set up at the school, within each cycle between Data Team meetings. Students need to receive high quality instruction at the classroom level, but they may also require increased levels of support that the school needs to make decisions on how this will be provided.

4.7 DISTRICT LEVEL DATA TEAMS

At the District department level, appropriate data is used to identify operational best practices with a focus on improved department efficiency to accomplish department goals. Emphasis is placed on examining departmental data and implementing best practices.

Data Teams are the single best way to support a system moving from simply “drawing data” to using data to effectively impact the level of service needed at the sites. The essential goal is to improve practices at district department levels to help principals, teachers and students achieve their goals. Data Teams provide feedback —the key for improved impact on student learning.

The specific Data Teams process for District departments is designed around the following fundamental principles:

1. Use a data-driven process to determine the effectiveness of the department’s actions in service to district stakeholders
2. Focus on the goals, strategies, and indicators included in the District department’s Strategic Improvement Plan and determine the effectiveness of the actions to make mid-course corrections as necessary
3. Shift to job-embedded professional learning through continuous collaboration and shared decision-making based upon the evidence of desired results
4. Commit to continuous improvement and constantly seek and implement strategies to enhance services provided to schools and other District departments (ultimately to ensure improved student learning)
5. Reflect on results continuously and build effective practices

SECTION 4 – Data Team

4.7.1 Forming District Data Teams

Teams are formed in different configurations at the District level. Smaller departments may only have one Data Team and larger departments may have more Data Teams. These Data Teams will:

- Provide support to the professionals at all levels to focus their efforts on level of service provided to sites
- Develop effective practices appropriate to their department
- Align practices to ensure a coherent and focused approach to support sites in providing the necessary resources to meet site goals

4.7.2 Roles: Data Team Members at the District Level

The District Department Data Teams' role is to understand and participate in the Data Teams process. Specifically, to:

- Use the 6-step inquiry process (see Exhibit 4.1) and analyze department specific data to support schools
- Use effective practices to ensure implementation of School Improvement Plan
- Determine results indicators based on department goals
- Implement the decisions of the team with fidelity
- Collect and chart cause and effect data
- Participate and implement professional development that supports the SIP

Each member in a District Department Data Team has a role to play. All professionals must be engaged and active participants who work together towards the goal of optimal student learning. Every District Department Data Team must have a Data Team Leader. This person may be appointed by the director, volunteer for the position or be selected by the team members. This person (or people if teams decide to rotate the role) must be an effective facilitator, communicator and be knowledgeable about effective strategies. The District Department Data Team should meet at least once a month.

ROLES	RESPONSIBILITIES
Data Team Leader	<ul style="list-style-type: none">▪ Set the agenda for every Data Team meeting▪ Communicate meeting date, time and location to all Data Team members▪ Facilitates regularly scheduled monthly Data Team meetings▪ Communicate clearly the priority of Data Teams, etc.▪ Observe and assist with the six-step process

SECTION 4 – Data Team

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none">▪ Provide feedback and suggestions▪ Review Data Team minutes▪ Provide dedicated time and resources▪ Celebrate success of Data Teams
Recorder	<ul style="list-style-type: none">▪ Takes notes during meetings.▪ Copies and disseminates notes to all team members and team leads.
Data Technician	<ul style="list-style-type: none">▪ Collects data▪ Prepares tables/charts/graphs that represent assessment results▪ Communicate results to all stakeholders
Data Wall	<ul style="list-style-type: none">▪ In charge of displaying a team’s progress as appropriate
Timekeeper	<ul style="list-style-type: none">▪ Monitors the time during the meeting.
Focus Monitor	<ul style="list-style-type: none">▪ Works with the timekeeper and makes sure that all discussions are focused on the announced topic.▪ Reviews group norms at the start of every meeting.

4.7.3 Responsibilities of District Team Leads

- Creates the Data Team structure that best fits the department goals and the needs of the sites to achieve site goals
- Ensures that team sizes are kept to a manageable number of members.
- Arranges, when possible, common meeting time for staff
- Shares the leadership amongst staff in the decision-making process
- Assists in ensuring fidelity of implementation of best practices as well as the Data Team process
- Assists the Data Team to assess its own success using the Data Team rubric
- Provides support for professional learning

The success of Data Teams is dependent on the support the director/supervisor provides for each department. Support is given in the form of clear expectations, dedicated time for teams to meet, resources, communication between all parties, feedback, and observations. Directors/supervisors receive the minutes of their department Data Teams at least once a month to guide and direct practices and allocate resources.

Directors/supervisors meet with site principals monthly to share and debrief department result indicators, practices and decisions which align and impact student learning and achievement at each school site. At the same time, principals share their site’s Data Team progress.

4.8 SCHOOL DATA TEAMS MEETING CYCLE

One key aspect of continuous learning relates to the process of gathering evidence for appropriate departmental data and the contributing effect of departmental practices. This direct cause (the impact of what departments do) and effect (the result on level of service) relationship is critically important if we are to continuously improve our practices. There are two types of evidence that need to be collected on a regular basis within the District Department Data Teams.

4.8.1 Cause Evidence

Cause data is gathered on the fidelity of best practices and adult actions to meet departmental goals. Examining the actions of the adults in the department identifies best practices that lead to improved services. Fidelity means the implementation of a strategy or practice in the way it was designed. Some ways to help build division or department self-assessment fidelity include:

- Did we do what we said we'd do?
- Are the practices working?
- How do we know?
- How do we address diverse school site needs?

4.8.2 Effect Evidence

Effect data gathered to determine if the practices implemented by the division or departments has had the desired effect on department goals. For some departments, it may be based on district-wide student achievement results from various district-wide measurements. It identifies high priority content areas, the subgroups of students most in need of improvement, content/skill areas of improvement and skill sets needing additional support and/or interventions. For other departments effect data evidence may be based on goals developed to increase department effectiveness to support level of service at the sites.

When departments gather effect data evidence, it should be:

- Aligned to the essential indicators for the department outcomes
- Based on department collaboratively-determined criteria for proficiency
- Gathered using a common assessment practices and tools

4.9 DISTRICT LEVEL DATA TEAM MEETING CYCLE

Data Teams meet at least monthly to discuss their evidence, choose practices and set goals. Team Leads (Assistant Superintendents and Directors) are encouraged to arrange more frequent meetings, if possible. Templates to assist Data Teams with the structure of the meeting protocol are included in Appendix J.

Outside of the Scheduled Meetings

- A. Choose a team structure
- B. Understand the purpose and process of the Data Teams
- C. Establish roles
- D. Establish norms
- E. Determine how department effectiveness will be measured. This process includes studying the indicators selecting appropriate assessment tools that match the indicators that will be used. Many assessment tools have been created for this purpose
- F. Complete needs-assessments as indicated by the Data Team Rubric and score these before the first Data Team begins to establish baseline data. Collaborative scoring is recommended
- G. Enter data onto an appropriate spreadsheet
- H. Collect and send data to the Data Technician before the first meeting
- I. Print out graphs

Department Data Team Meeting 1:

Follow the Six Step Cycle (see Exhibit 4.1)

1. Collect and Chart Data (5 minutes)
2. Analyze Data and Prioritize Needs (10-15 minutes)
3. Establish Smart Goals (2-3 minutes)
4. Select Practices (15 minutes)
5. Determine Results Indicators (10 minutes)
6. Plan to Monitor and Evaluate (5 minutes)

Department Data Team Meeting 2:

- Monitor and evaluate effect evidence
- Review cause evidence to determine fidelity of implementation
- Did we do what we said we'd do?
- Are the practices working? How do we know?
- How did we address diverse site needs?
- Set, review and revise incremental SMART goals

4.10 SUPPORTING DATA TEAMS

The Montebello Unified School District’s Comprehensive Learning Framework (CLF) is designed to keep the focus on classrooms, continuous development and support of all staff to increase optimal student learning and achievement. Data Teams provide the focus, the monitoring and the efficacy for collaboration to close the achievement gap. Data Teams are linked to the following supporting components in the CLF:

- **Improvement Plans (Section 3):** The Data Teams process is included in the improvement plan. The efficacy of Data Teams is key to the implementation and monitoring of school and district department best practices focused upon strategic improvement plans.
- **Evaluations Systems (Section 5):** The cause and effect data provided by Data Teams can be used for formative coaching conversations about individual goals for professional improvement that is included in the professional growth plan anchored on enhanced performance and student growth.
- **Rigorous Curriculum Design (Section 6):** The curriculum provides a blueprint of standards, scaffolded units of study, authentic performance tasks, differentiated instructional practices, and an array of formative assessments to guide school-based Data Teams.
- **Professional Learning (Section 7):** In schools, the Data Team analysis of formative assessments will generate the need for professional learning based on the evidence of student learning and the determined strategies to be implemented. In district department Data Teams, the need for professional learning will be determined by the strategies selected and the results that those strategies are receiving according to the indicators.
- **Communication Protocols (Section 8):** The work of school Data Teams needs to be communicated within the school and from schools to the district for analysis of district - wide patterns and trends to guide decision-making. The work of district department Data Teams needs to be communicated from the departments to the division and to district and school level personnel. This will ensure continuous alignment and fidelity to the Data Teams process.
- **Celebration and Support (Section 9):** The successful implementation of Data Teams and the resulting increased student learning and performance is recognized in the Celebration section.

SECTION 5 - EVALUATION

5.0 INTRODUCTION

In order to provide a quality instructional program and raise student achievement, an effective, cohesive, and supportive formative evaluation system needs to be redesigned to evaluate teachers, administrators, and classified personnel.

5.1 PURPOSE

The purpose of a multidimensional evaluation system is to provide feedback which expands the knowledge and skills of all MUSD employees. An evaluation system focuses on continuous individual staff member growth, which results in improved student learning. This multidimensional system:

- Provides well-defined expectations captured in a clearly articulated rubric
- Supports growth toward a high level of performance
- Promotes a systemic transformational change that is progressive, supportive and constructive
- Aligns the vision and mission with the goals and objectives of the district and state
- Reflects current research in effective teaching and leadership practices
- Allows for inquiry, support, problem-solving, and reflection of one’s own practice

5.2 STRUCTURE OF A QUALITY EVALUATION SYSTEM

An evaluation system will have the greatest impact on improving individual and organizational performance when the evaluation is focused on those decisions and behaviors that are under the direct control of the evaluatee.

Although evaluation is a complex task, current research identifies many criteria that are critical to improving the process. The following are key components of a quality comprehensive evaluation system:

5.2.1 Empowerment

Evaluatees must have the authority to make decisions that will improve their effectiveness. The system must support fairness and the rights of both evaluatee and the evaluator and should itself be subject to evaluation, validation, and refinement.

5.2.2 Common Language

A common language allows the organization to define performance expectations, assures that teaching and learning focus on intended expectations, and accurately documents

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results. Terms used to represent various performance levels should be uniform across the organization. Some commonly used examples are:

- Highly Effective
- Exemplary
- Effective
- Proficient
- Improvement Necessary
- Progressing
- Does Not Meet Standards
- Not Meeting Standards

All certificated and classified supervisors work with individuals to develop SMART goals (Specific Measurable, Attainable, Relevant, Timely) to improve employee performance and student achievement across the district.

5.2.3 Balance between Summative and Formative Components

A balance between summative and formative components of evaluation results in greater evaluatee buy-in and motivation for the process. Evaluatees are engaged partners in the process of identifying evaluation goals and objectives and in assessing their own performance.

Alignment of the employees' Professional Learning Goal(s) to their evaluation SMART Goals is essential. Timely feedback by the supervisor supports the employee and enables them to improve their practice.

5.2.4 Objectivity

Identified professional practice should be a matter of description, not conjecture. A clear analytic rubric provides an understanding of the expected behaviors and performance.

5.2.5 Use of a Rubric

A cohesive and supportive evaluation system requires a comprehensive, clearly articulated, and multidimensional performance rubric. The purpose of the rubric is to create a picture of the desired performance within selected categories. Sample administrator and teacher evaluation rubrics can be found in Appendix K and Appendix L

SECTION 5 – Evaluation

5.2.6 Use of a Timeline

An ongoing evaluation begins with an overview meeting to clarify the process for the evaluatee and ends with a summative assessment meeting to discuss the ratings and come to a mutual final rating decision. This process might also include a formal midyear check and frequent conversations may be required, for those educators who are new to their positions or need more support.

5.2.7 Identified Levels of Performance

The criterion for level of performance, identified in the evaluation rubric, is designed to promote and enhance a critical professional discussion that can lead to strengthened professional skills and ultimately student learning.

5.2.8 Professional Development to Enhance Professional Growth

Professional development that enhances professional growth is part of all evaluation systems. Through professional development all MUSD staff will be provided the opportunity to develop the knowledge, skills, and expectations necessary to increase student achievement.

A quality professional development plan:

- Organizes educators into Data Teams whose goals are aligned with those of the school and district
- Utilizes resources to support educator learning and collaboration
- Uses student data to determine educator learning priorities
- Uses multiple sources of information to guide educator improvement
- Prepares educators to apply research to decision-making
- Provides educators with the knowledge and skills to collaborate
- Deepens educators' content knowledge and provides them with research-based instructional strategies to assist students in meeting rigorous academic standards

5.3 EVALUATION IN THE MUSD

Montebello Unified School District (MUSD) currently utilizes and maintains the following evaluation process and documents:

Certificated Personnel:

The district currently uses the Stull Bill process (California 1971) to evaluate teachers. A revised evaluation process for teachers will be aligned to the California Standards for the Teaching Profession. The Montebello Teachers' Association and the Montebello Unified School District Negotiations Team agree to create a committee of four administrators and four certificated bargaining unit members to review and update the current evaluation forms and process. This committee has agreed to meet monthly from November 2012 to May 2013.

Classified Personnel:

The district currently uses a Performance Report for Classified Personnel. This model includes six areas of performance: attendance, quality/dependability of work, planning/organizing work, interpersonal skills, approach to work and safety practices, and an overall evaluation rating.

Administrative Personnel:

The district is currently redesigning a process for Administrative Evaluation. The process in development is aligned to the California Professional Standards for Educational Leaders (CPSEL) in Appendix M. The six CPSEL Standards are:

- **Standard 1:** Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- **Standard 2:** Advocate for, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth
- **Standard 3:** Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment
- **Standard 4:** Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- **Standard 5:** Model a personal code of ethics and developing professional leadership capacity
- **Standard 6:** Understand, respond to, and influence the larger political, social, economic, legal, and cultural context

From these six CPSEL Standards, each administrator creates a SMART goal. These goals identify actions that are: Specific (S), Measurable (M), Attainable (A), Realistic (R), and Timely (T).

5.4 CONCLUSION

An effective evaluation system is aligned with district and school practices that improve student achievement. It is multidimensional and contains rubrics that clearly identify levels of proficiency. Frequent feedback is necessary to guide and align district support, professional development, and performance improvement plans.

SECTION 6 – RIGOROUS CURRICULUM

6.0 OVERVIEW

Rigorous Curriculum Design (RCD) is at the core of a Comprehensive Learning Framework (CLF). Montebello Unified School District (MUSD) is committed to a curriculum model that prepares students for college and career readiness in the twenty-first century and supports the MUSD Graduate Profile.

Transitioning to Common Core State Standards (CCSS) requires updating the curriculum to address rigor. In order to better prepare students for the opportunities and obstacles they will encounter in their personal and professional lives, the District must provide authentic and engaging units of study that will challenge them to use higher-level thinking skills as they apply their knowledge to solve real world problems.

In his book, *Rigorous Curriculum Design*, Larry Ainsworth (2010) suggests that there is a need for a cohesive and comprehensive curriculum that intentionally connects standards, instruction, and assessment. RCD is “an inclusive set of intentionally aligned components that includes clear learning outcomes with matching assessments, engaging learning experiences and instructional strategies that are organized into sequenced units of study. These units serve as the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end” (p. 7, Larry Ainsworth). Each unit of study included in a rigorous curriculum design contains:

- Unwrapped Common Core California Standards
- Academic vocabulary
- Formative assessments
- Authentic performance tasks
- An array of differentiated instructional strategies
- Interdisciplinary connections

6.1 COMMON CORE STATE STANDARDS

The adoption of CCSS by the California Department of Education occurred in June of 2010. These standards are embraced by MUSD and serve as the foundation for instruction. The impetus for adopting CCSS and developing a comprehensive rigorous curriculum for content areas revolves around the need for our students to graduate with twenty-first century skills that prepare them for college and career readiness.

SECTION 6 – Rigorous Curriculum

The CCSS spiral throughout all grades in English language arts (ELA) and mathematics. In ELA, there is a focus on nonfiction, evidence-based claims, text complexity, speaking, listening, and literacy in the content areas. The CCSS mathematic standards have a greater focus on depth, coherence within grades, deep conceptual understanding, and application of knowledge to solve problems (Rothman 2012). This structure serves as a scaffolding mechanism, positioning students to achieve optimum academic levels.

Rigorous Curriculum Design provides a template for developing units of study, aligned with the CCSS, incorporating strategies for differentiating instruction to meet the needs of all learners.

6.2 SMARTER BALANCED ASSESSMENT CONSORTIUM

The Smarter Balanced Assessment Consortium (SBAC) is a national consortium working to develop an assessment system based on CCSS. This assessment system consists of a balanced set of measures that provide student data throughout the academic year. These assessments accurately measure each student’s progress towards career and college readiness and can be used to guide instruction, plan interventions, and guide professional learning.

The core components of the SBAC assessment system include both summative and interim assessments that cover the full range of the ELA and mathematics standards as well as the breadth of achievement levels. This coverage is achieved through the use of a combination of selected response items and performance tasks.

The summative assessments include mandatory ELA and mathematics measures in the form of computer adaptive assessments and performance tasks that are administered in grades 3-8 and high school during the last 12 weeks of the school year. The summative assessments include student selected response, constructed response, technology enhanced, and performance task items. These assessments are designed to provide valid, reliable, and fair measures of students’ progress toward and attainment of the CCSS. The computer-adaptive items and performance tasks produce composite content area scores for each student and the computer adaptive testing allows for quick turnaround of results (see Appendix N).

The interim assessments include optional content-cluster measures in the form of computer adaptive assessments and performance tasks, administered at strategic points in the school year. These assessments provide actionable information about student progress through the use of item sets that offer a deep, focused measurement of specific content clusters.

The SBAC approach is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. This balanced approach to assessment of student learning includes technical assistance, professional development, and resources for teachers to understand their students’ acquisition of the CCSS (Smarter Balanced Assessment Consortium: A Summary of Core Components 2012).

With the development of the MUSD Graduate Profile, new Common Core State Standards, and Smarter Balanced State Assessments, our district is provided with the opportunity to design a rigorous curriculum through RCD, in grades K-12.

6.3 UNIT OF STUDY: BUILDING THE FOUNDATION FOR RIGOROUS CURRICULUM

The following steps are based on Larry Ainsworth’s (2010) model for RCD (see Exhibit 6.3). The prerequisite steps are necessary for building the foundation for engaging standards-based units of instruction structured around authentic performance tasks.

Following is a brief description of the five foundational steps for building a rigorous curriculum aligned with CCSS:

- 1. Prioritize the Standards:** A district-wide curriculum development team comprised of teacher representatives from each grade level and content area, K-12, prioritizes and vertically aligns the grade or course-specific standards for selected content areas. These represent the “assured competencies” that students are expected to know and demonstrate in order to enter the next level of learning.
- 2. Name the Units of Study:** The curriculum development team names the specific units of study for each grade level and course content area in English Language Arts and math.
- 3. Assign the Priority and Supporting Standards:** Priority and supporting standards are assigned to each unit of study. Each priority and supporting standard will be included in more than one unit of study in order to ensure student mastery of essential skills and concepts
- 4. Prepare a Pacing Calendar:** The team creates a curricular pacing calendar for implementation of the units of study to ensure that all Priority Standards are taught, assessed, re-taught, and reassessed throughout the school year. The number of days or weeks designated for

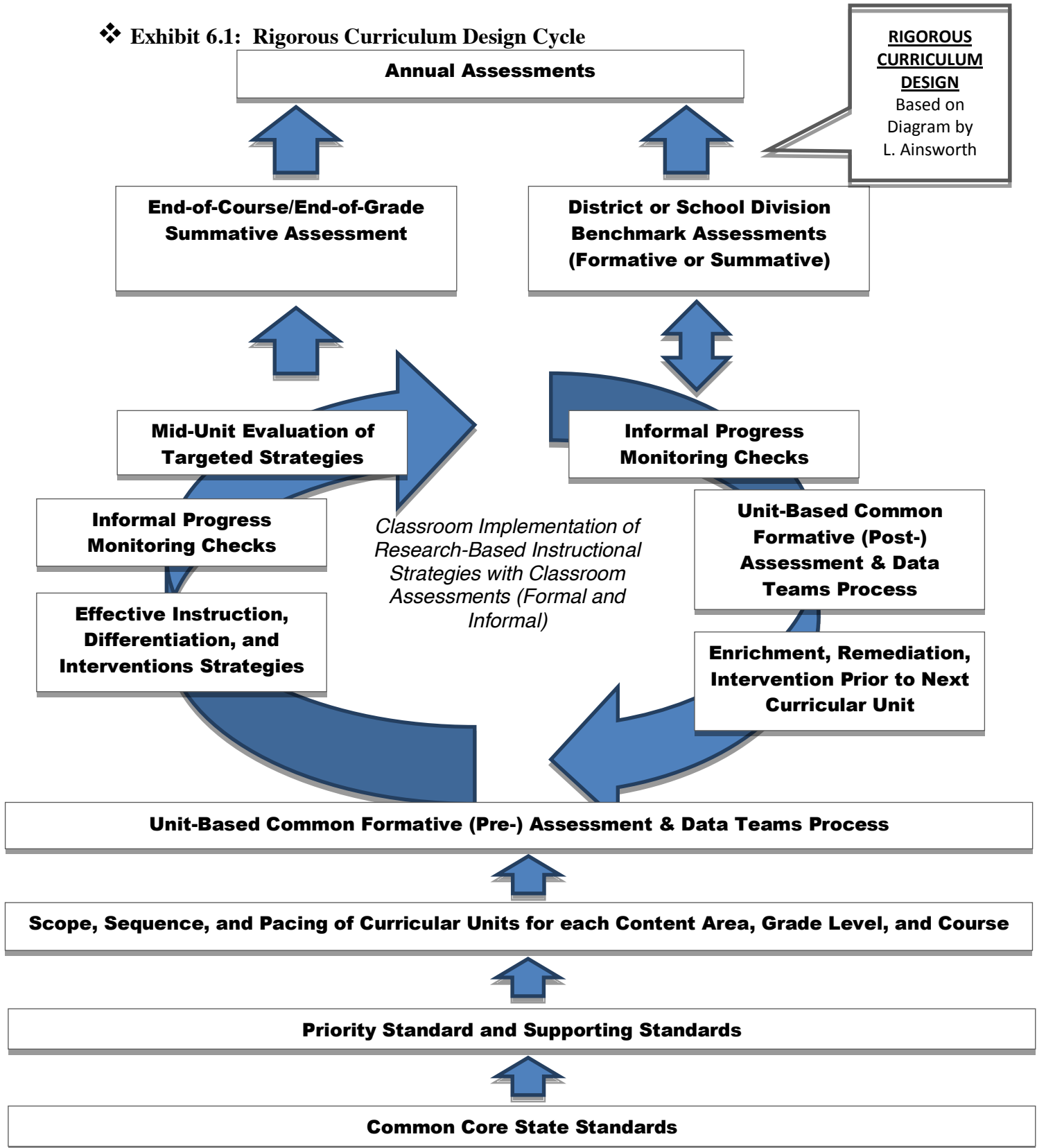
SECTION 6 – Rigorous Curriculum

each unit of study may be adjusted so that all units can be completed during the months leading up to the high-stakes tests. A “buffer” period is factored in between units for the purpose of re-teaching and reassessing close-to-proficient students, intervening and reassessing far-from-proficient students, and enriching proficient and above students. The pacing calendar includes units of study during the month of June following the state tests.

5. Using the Unit Planning Organizer: The team develops a Unit Plan Organizer, which is a template that guides the development of each unit of study (see Appendix O).

SECTION 6 – Rigorous Curriculum

❖ Exhibit 6.1: Rigorous Curriculum Design Cycle



6.4 DESIGNING THE CURRICULAR UNIT OF STUDY

Rigorous Curriculum Design presents a systematic approach for designing a progression of units of study that address standards, instructional strategies, and ongoing common formative assessments (see Exhibit 6.3). This organizational framework ensures the development of a comprehensive curriculum that promotes both rigorous and relevant learning experiences. Ainsworth describes his Rigorous Curriculum Design as a comprehensive roadmap that provides “...new teachers with a detailed structure and pace to follow and experienced teachers with a flexible framework within which to apply their expertise” (p. 8, Ainsworth, 2010).

Rigorous Curriculum Design meets the diverse needs of all MUSD students. Educators pool resources to create authentic performance tasks within well-developed units of study. Going beyond the textbook, educators connect the curriculum according to the characteristics and needs of their students. Differentiated instructional strategies are included for students who need enrichment as well as for students who need additional support. Support is given to teachers to communicate information about the students’ progress to the student, parents, and community. Students are taught how to become self-directed learners (p. 17, 88, 89 Torp and Sage).

The following twelve steps guide the completion of the MUSD Unit Planning Organizer for each unit of study (see Exhibit 6.4):

1. **“Unwrap” the Unit’s Priority Standards:** “Unwrap” the assigned Priority Standards for each specific unit of study to determine the specific, teachable concepts and skills (what students need to know and be able to do) within those standards.
2. **Create a Graphic Organizer:** Create a graphic organizer (outline, bulleted list, concept map, or chart) as a visual display of the “unwrapped” concepts and skills, organized into two parts: one that lists related concepts under headings and the other that lists each skill, related concept, and approximate level of Bloom’s Taxonomy and Webb’s Depth of Knowledge.
3. **Decide the Big Ideas and Essential Questions:** Decide the topical Big Ideas (foundational understandings or student “aha’s”) derived from the “unwrapped” concepts and skills for the unit of study. Write Essential Questions that will engage students to discover for themselves the related Big Ideas and state them in their own words by the end of the unit.
4. **Create the End-of-Unit Assessment:** Create the end-of-unit assessment, (CFA) directly aligned to the “unwrapped” Priority Standards Align the concepts, skills, and format of the end-of-unit assessment with Smarter Balance Assessments.
5. **Create the Unit Common Formative Pre-Assessment:** Create the pre-assessment that aligns with or mirrors the post-assessment. “Aligned” means the questions are similarly matched to those on the post-assessment, but may vary in number. “Mirrored” means the pre-assessment will include the exact number and type of questions that will appear on the post-assessment.

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6. Identify Additional Vocabulary Terms, Interdisciplinary Connections, and 21st-Century Learning Skills: In addition to the vocabulary of the “unwrapped” Priority Standards, other specific academic or technical vocabulary from the supporting standards and text materials that students will need to learn during the unit are identified. Interdisciplinary connections and 21st-century learning skills are emphasized for engaging learning experiences and related instruction.

7. Plan Engaging Learning Experiences: Engaging learning experiences include authentic performance tasks with culminating projects or performances that have real-world applications. These tasks challenge students to think critically, investigate, and communicate. In addition, these engaging learning experiences embrace the components of the formative process that is designed to support student as directors of their own learning (see section 6.5). Accompanying scoring guides (rubrics) serve as a means for obtaining objective evidence of student learning relative to the standards in focus.

8. Select Instructional Resource Materials: Print materials and technology resources are identified to support the planned learning experiences for the unit. The most appropriate instructional resources and materials are selected to assist students in learning and applying the “unwrapped” concepts and skills in order to discover the Big Ideas.

9. Recommend Effective Instruction, Differentiation, Intervention, Special Education, and English Language Learner Strategies: High-impact instructional strategies (research-based, differentiated for enrichment, intervention, Special Education, English Language Learner) are included with each performance task within each unit of study.

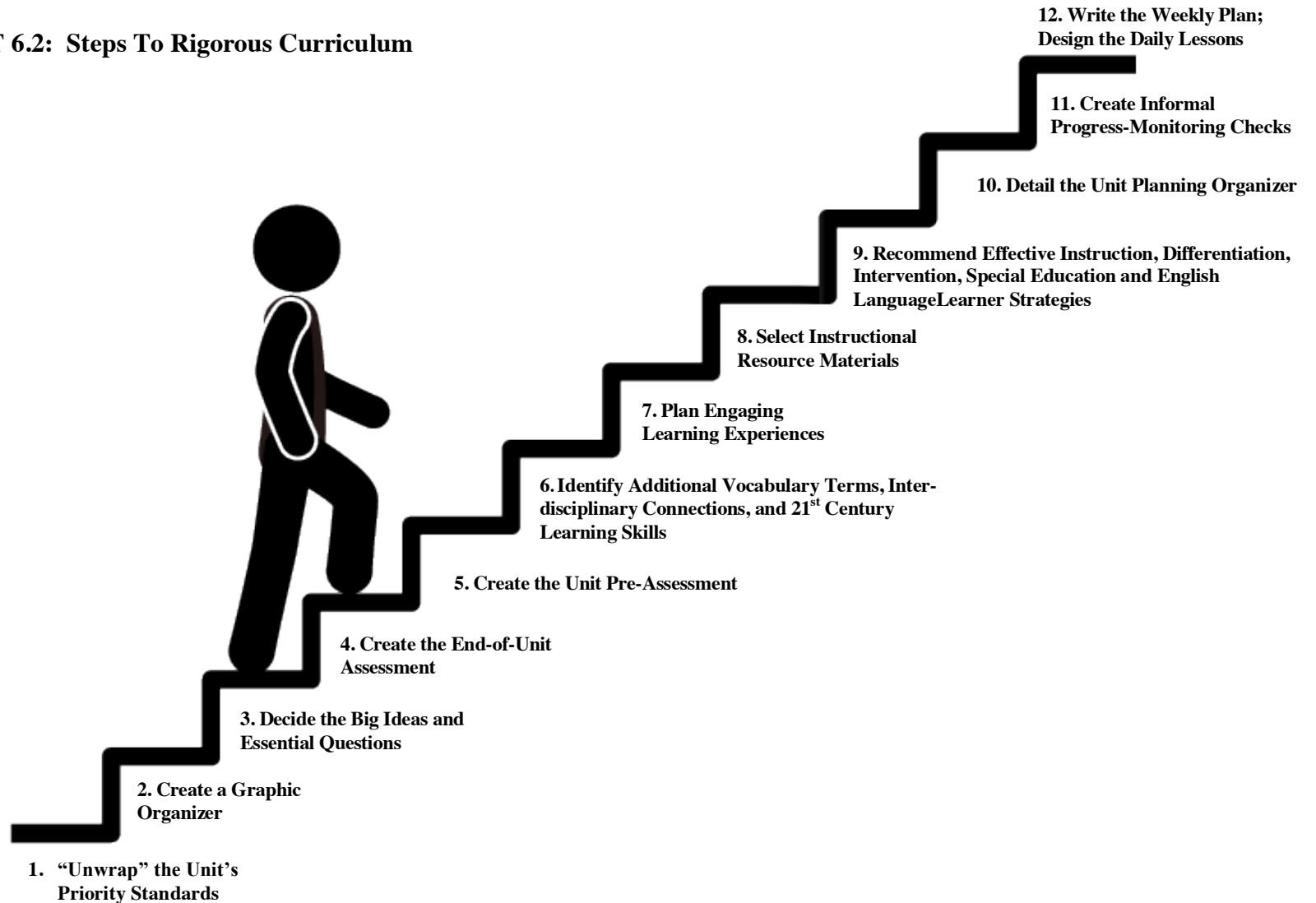
10. Detail the Unit Planning Organizer: Determine what additional details are needed to supplement the MUSD Unit Plan Organizer. For example, an instructional pacing and sequence of the “unwrapped” concepts and skills based on “learning progressions” (the sequence of concepts and skills students need to know and be able to do as prerequisites for learning the next set of concepts and skills); a listing of specific instructional strategies for specific students based on their learning needs (advanced students, at-risk students, special education students, English Language Learners).

11. Create Informal Progress-Monitoring Checks: During a unit of study, informal progress-monitoring checks are incorporated to gauge student understanding and adjust instruction accordingly e.g. exit slips, short-answer questions, thumbs up/down, etc.

12. Write the Weekly Plan; Design the Daily Lessons: The classroom teacher writes the weekly plans and daily lessons to implement the unit of study.

SECTION 6 – Rigorous Curriculum

❖ EXHIBIT 6.2: Steps To Rigorous Curriculum



6.5 THE FORMATIVE PROCESS

The formative process includes the following components that involve both educators and students in a discourse of learning: standards (learning intentions, progressions, and criteria); evidence of student learning; teacher feedback; student goals and plans of action; peer feedback and teaching; meta-cognitive processing; multiple opportunities for success. To infuse the components of the formative process into learning experiences for students, teachers address the following questions:

- How will students be involved in generating the learning criteria? How will students use the criteria to support their learning?
 - How will both students and teachers determine the appropriate learning progression toward mastery of specific concepts and skills?
 - Which assessment products will provide students and teachers with evidence of student learning?
 - How and when will teachers provide feedback to students? How will the students use this feedback to revise their work? How will teachers use the feedback to revise their instruction?
 - How will students shape and monitor their learning goals and establish their own plans of action? How will these plans of action be used daily by both teachers and students?
 - How are opportunities for peer feedback provided? What guidelines and documents will be used to support peer feedback?
 - What opportunities will students be given to teach one another?
 - How and when will students engage in a meta-cognitive process?
 - How will students be provided with multiple opportunities for success?
- (Kamm, p.1)

The formative process engages both teachers and students in a cycle of reflection and continuous learning. Educators are guided to respond to learner’s needs and students are empowered as leaders of their own learning. In *Visible Learning*, John Hattie (2009) observes, “The biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers” (p.22).

SECTION 6 – Rigorous Curriculum

6.6 IMPLEMENTATION PLAN

The implementation process for RCD includes the following components that involve both school and District personnel:

1. Prioritize K-12 CCSS: Summer 2012-Spring 2013
2. Create the Units of Study: Summer 2013-Summer 2014
 - Assign the Priority and Supporting Standards
 - Prepare a Pacing Calendar
3. Pilot Units of Study: Fall 2014
4. Revise Piloted Units of Study and Continue Developing Units of Study: 2014 – 2015

6.7 CONCLUSION

“The need for a cohesive and comprehensive curriculum that intentionally connects standards, instruction and assessment has never been greater than it is today.” (p. 6, Ainsworth 2010). RCD provides MUSD educators with a clear road map for preparing our students to meet the MUSD Graduate Profile:

- Critical Thinkers
- Communicators
- Collaborators
- Creators

The curriculum is the most important tool that teachers have to meet the challenging learning needs of their students. Within the units of study in RCD, instruction is differentiated to meet the needs of all learners including at-risk, ELs, and students with special needs. All members of MUSD are responsible for the successful implementation of these rigorous and engaging learning experiences. RCD connects to the other components in the CLF.

- **Strategic Improvement Plans (Section 3):** Strategic Improvement Plans (SIP) are created to improve student learning and staff performance. Ultimately, the goals and strategies to increase student achievement selected by schools for their SIPs will be implemented through the learning experiences in the classroom guided by curriculum. In addition, the measures for improvement for the SIP can also be drawn from the common formative assessments included in the curriculum.

SECTION 6 – Rigorous Curriculum

- **Data Teams (Section 4):** RCD provides a blueprint for Data Teams to follow. It includes the units of study, performance tasks, an array of instructional strategies, and the formative assessments that Data Teams will use as they strive to meet students’ learning needs.
- **Evaluation (Section 5):** In a quality evaluation system all educators, administrators and teachers, hold themselves accountable for student learning. The standards, assessments, performance tasks, and strategies contained in RCD serve as guides for helping individual teachers to be more effective.
- **Professional Learning (Section 7):** Staff increases learning through professional collaboration and dialogue around the curriculum. Ongoing professional learning is critical to ensure deep understanding of content, enhanced critical thinking, and the implementation of highly effective research-based instructional strategies.
- **Communication (Section 8):** Student achievement results are communicated to all stakeholders on a regular basis.
- **Celebration and Support (Section 9):** A process is in place to regularly monitor achievement data and communicate results to all stakeholders. This data can be drawn from the Common Formative Assessments included in the curriculum. At regularly scheduled intervals, needs are prioritized, support is provided, and successes are celebrated.

SECTION 7 – PROFESSIONAL LEARNING

7.0 INTRODUCTION

Montebello Unified School District (MUSD) defines professional learning as focused educational experiences that support employees in continuous learning and professional growth to enhance student learning. The term “professional learning” will encompass the traditional components of professional development and embrace the intentions of the framework. Professional learning is timely, relevant, job-embedded, focused, and incorporated in a continuous improvement process. Professional learning is aligned with the District’s vision, mission, and the Strategic Improvement Plan (SIP). Professional learning increases the effectiveness of all adults’ impact on student learning and achievement.

❖ EXHIBIT 7.1: Relationship Between Professional Learning and Student Results; Learning Forward, Standards for Professional Learning, 2011



7.1 COMPONENTS OF EFFECTIVE PROFESSIONAL LEARNING

The components of an effective professional learning model incorporate the following:
The Theory of Action guiding MUSD professional learning is based upon three essential characteristics: A focus on student learning, rigorous measurement of adult decisions, and a focus on people and practices, not programs (Reeves, 2010).

Learning Forward, an international nonprofit association of educators, enumerates the conditions, processes, and content of effective Professional Learning. The standards (listed and bulleted below) stress that effective professional learning is embedded in a culture committed to continuous improvement, and informed by data and research on student and educator performance. It should be noted that the term educator is used in the broadest sense and applies to all District employees, not just classroom teachers, as all employees play a role in the education of MUSD’s students.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement. Collective responsibility and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increase educator effectiveness and results for all students uses a variety of sources and types of students, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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Montebello Unified School District believes that effective professional learning includes the following criteria:

- Based on the goal of improving student learning and achievement
- Collaborative, shared, modeled and supported with colleagues at the school and district levels as part of the data teams process, including adequate allocation of time and resources
- Shifting the focus from teaching to learning for both students and adults.
- Based on research and proven effective practice
- Aligned with District Local Education Agency Plan (LEA) and school and department Strategic Improvement Plans (SIP)
- Differentiated to meet a variety of adult learning needs as identified via site and department input through Strategic Improvement Plans

7.2 PLANNING, IMPLEMENTING AND MONITORING

Continuous improvement and implementation of school and district-wide initiatives need to be supported and fueled by the SIP and gathering evidence of student learning in data teams. High-effect size strategies and instructional practices yielding optimal student learning are selected during the Six Step Data Team Process. Cause and effect data emerging from data teams is clearly aggregated and articulated into the SIP to help sites make better decisions to meet professional development needs. The goal is to improve practices at the classroom, site, and District levels. Site principals will report evidence data at trimester District level meetings. This data will inform the District on professional learning needs that will be articulated in the LEA Plan.

7.2.1 Addressing Professional Learning Policy

Training provides opportunity for continuous, job-embedded professional learning in Montebello Unified School District. The District provides training for specific job responsibilities. Schools, departments and personnel have flexibility to submit Professional Learning Request Forms to the District Office, identifying individual, Data Team or school-wide professional learning needs. Professional learning supports continuous learning articulated in the Comprehensive Learning Framework (CLF), sites' or departments' needs, and the District's vision and mission. Learning activities funded through categorical programs must meet program criteria as per the Title I School-wide Plan, Single Plan for Student Achievement, or the LEA Plan.

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Board of Education approval is required for employees attending professional learning activities. Conference Attendance, Consultant, and Professional Development Request Forms must be completed and receive approval prior to the activity. These forms provide specific information regarding conference attendance or training activities conducted on-site and are included in Appendix P. They may also be accessed on the District server.

7.2.2 Professional Learning Planning

District, school personnel, and students are much better served when professional learning is focused on the deep and consistent implementation of a few initiatives (Reeves, 2010).

Professional learning produces changes in adult practice and student learning when it sustains implementation support over time. Episodic, periodic, or occasional professional learning has little effect on adult practice or student learning (Learning Forward, 2011). In order to move school and District department initiatives forward, professional learning emerges from The SIP and the Data Team process (steps 4 and 5).

7.2.3 Professional Learning Implementation

Successful Professional Learning requires reinforcement, repetition, and support. Implementation of professional learning needs to utilize targeted research-based strategies. Thirty to one hundred (30 – 100) hours of professional learning spread out over six to twelve (6 – 12) months has an efficacious impact on student learning (Darling-Hammond and Richardson, 2009).

- The SIP identifies student needs to determine professional learning needs. Data Teams use cause and effect data to determine the success of the professional learning.
- Implementation progress will be reported in Data Teams on a regular basis following training.
- Principals, certified trainers, district support staff, and teacher leads will provide implementation support to teachers or staff.

Montebello Unified School District offers all District stakeholders opportunities for professional learning that are aligned with the district vision, mission and goals. Professional Learning is guided by the components included in the Comprehensive Learning Framework. Exhibit 7.1 describes professional learning opportunities.

❖ EXHIBIT 7.2: Internal and External Professional Learning Opportunities

INTERNAL	EXTERNAL
<ul style="list-style-type: none"> ▪ Meetings ▪ Professional Learning Communities/Data teams ▪ Analysis of rubric and student data ▪ Content specific ▪ Coaching ▪ Collaboration ▪ Institutes ▪ Learning Walks/Observations ▪ Online ▪ Self-reflection 	<ul style="list-style-type: none"> ▪ Conferences ▪ Consultants ▪ Institutes ▪ Seminars ▪ Grants ▪ District/University Partnerships ▪ Online ▪ Self-reflection

Consideration of adult learning needs and change processes must be evident and reflected in the time, strategies and devoted resources. A key component of implementation includes participants having a clear description of the strategy or practice. Participants also need to see modeling of the skill or practice to be implemented. They need several demonstrations of the new strategy in different settings, content areas, and grade levels in order to develop a conceptual understanding (Kamm, 2011). After the conceptual understanding, participants need the opportunity to practice new learning in a safe and supportive environment.

7.2.4 Professional Learning Monitoring

Professional learning is a process of continuous improvement focused on achieving clearly defined student (effect data) and adult (cause data) learning goals as part of the Data Teams process. Effective monitoring provides needed support to sustain the learning, resulting in deep implementation. Practice, feedback, as well as on-the-job coaching is essential. Learners need to practice the skill or strategy accompanied by feedback in a safe and trusting environment (Kim, 2011). Ongoing support for implementation of professional learning takes many forms and occurs at each site and department. It may be formalized through ongoing workshops designed to deepen understanding and refine adult practice. It occurs through coaching, reflection, and reviewing. It occurs as adults plan, implement, analyze, reflect, and evaluate the integration of their professional learning into their practice in their learning communities through the Data Teams process. Colleagues collaborate with one another about the implementation of the new learning as they plan and develop lessons and materials that will help them to more effectively implement the strategies and practices learned through

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the professional development experiences (Standards for Professional Learning, 2011; Kamm, 2011).

7.3 REFLECTION AND EVALUATION

Effective reflection and evaluation of professional development looks at how to understand the influence of professional development experiences on adults and document its impact on student learning (Kamm, 2011). Evaluation is multi-layered and includes the following:

Evaluation guides the professional learning to ensure positive experiences and deep understanding and implementation. Evaluation is designed to:

- Compare planned results with actual outcomes in student performance for all goals
- Distinguish cause-and-effect variables in describing how lessons learned will be applied to future school improvement plans
- Explicitly describe the steps that the school or department will take to institutionalize successful practices
- Modify/eliminate unsuccessful practices

TABLE 7.3.1: Five Principles for Evaluating Professional Development, Connie Kamm, 2011

EVALUATION LEVEL	WHAT IS MEASURED OR ASSESSED?	COMPONENTS
1. Participants' Reaction	Initial satisfaction with the experience	Three categories: <ul style="list-style-type: none">▪ Content Questions; Relevance, utility, timeliness of the topics▪ Process Questions: Organization of the professional development experience▪ Context Questions: The environment where the experience takes place
2. Participants' Learning	New knowledge and skills of participants	Focus on accomplishing learning goals: <ul style="list-style-type: none">▪ Cognitive goals: Knowledge and understanding▪ Psychomotor goals: Skills and behaviors

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EVALUATION LEVEL	WHAT IS MEASURED OR ASSESSED?	COMPONENTS
		<ul style="list-style-type: none"> ▪ Affective goals: Attitudes and beliefs
3. Organization Support & Change	The organization’s advocacy, support, accommodation, facilitation, and recognition	Aspects of organization support and change: <ul style="list-style-type: none"> ▪ Organization policies ▪ Resources ▪ Protection from intrusions ▪ Openness to experimentation and alleviation of fears ▪ Collegial support ▪ Principal’s leadership and support ▪ District level support ▪ Recognition of success ▪ Provision of time
4. Participants’ Use of New Knowledge and Skills	Degree and quality of implementation	Three major aspects of use: <ul style="list-style-type: none"> ▪ Stages of concern: awareness, informational, personal, management, consequence, collaboration, refocusing ▪ Levels of use: Nonuse, orientation, preparation, mechanical, routine, refinement, integration, renewal • Differences in practice: New information, impact of professional development
5. Student Learning Outcomes	Impact of professional development on student learning	Student learning outcomes: <ul style="list-style-type: none"> ▪ Cognitive: Performance & achievement ▪ Affective: Attitudes & dispositions ▪ Psychomotor: Skills & behaviors

Effective evaluation of professional learning is conducted to improve cause and effect data. Organizational level support and change, is determined at the site level through ongoing interaction between the Principal, Leadership Team, and Data Teams. Principals will present

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findings from student effect data and adult cause data to measure the level of implementation of the professional learning at tri-annual District meetings.

The level of District office support will be determined through ongoing communication between the Principal and District Office leadership with progress reported at District tri-annual meetings.

7.4 CONCLUSION

In summary, professional learning in the Montebello Unified School District is about taking on the challenge of professional work, with deep meaning and lifelong impact for the staff and students. Montebello Unified School District’s Comprehensive Learning Framework provides guidance for professional learning practices that include theoretical knowledge, modeling, practice, feedback, reflection and evaluation, re-teaching and coaching.

Professional learning is aligned and embedded throughout all sections of the CLF as the cornerstone for the structure of learning within the district.

- **Improvement Plan (Section 3):** Professional Learning is aligned to both school and district department Improvement Plans as the learning that is needed by the adults to implement the strategies included in the Strategic Improvement Plans.
- **Data Teams (Section 4):** Professional Learning is aligned to the Data Teams process as it supports all team members’ learning, not of only each component of the process, but also as a springboard for new learning needed as a result of Data Team discussion and analysis.
- **Evaluation System (Section 5):** Professional Learning is aligned to the Evaluation System as ongoing learning is the key component in this system. Professional learning is embedded within performance continuums, professional growth plans, and coaching protocols.
- **Rigorous Curriculum Design (Section 6):** In order to implement a rigorous curriculum, ongoing professional learning is needed for the implementation of highly effective research-based instructional strategies. The Rigorous Curriculum Design Model provides guidelines for effective instructional and assessment practices that guide professional learning.
- **Communication (Section 8):** Communication about the impact of school and district department strategies is connected to the effectiveness of staff implementation of the selected strategies.

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- **Celebration and Support Plan (Section 9):** Professional learning supports the recognition of success of all stakeholders. As students and adults learn and grow together, success at differentiated levels is recognized and celebrated, and next steps are determined to continue support of learning.

Through collaboration and alignment of efforts, professional learning is a cornerstone for increasing the effectiveness of all adults and having positive impact on student achievement. In his book, *Visible Learning*, John Hattie’s sixth signpost towards excellence in education states it best:

“School leaders and teachers need to create school, staffroom, and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and misunderstandings is welcomed, and where participants can feel safe to learn, re-learn, and explore knowledge and understanding” (John C. Hattie, 2009).

SECTION 8 – COMMUNICATION

8.0 INTRODUCTION

An effective communication system is foundational to the success of the Montebello Unified School District’s (MUSD) Comprehensive Learning Framework (CLF). To ensure success, an effective communication plan must be meaningful, understandable, continuous, and visible to all stakeholders. The measure of success for the CLF lies in how reported results are interpreted and then incorporated to make meaningful decisions for guiding instruction and learning. Various means of communication will be used to disseminate information to the various stakeholders.

8.1 THE PURPOSE OF COMMUNICATION

The Leadership Teams at each school and within each district department are responsible for communicating the progress of their goals, indicators, and strategies to stakeholders tri-annually. The type and format of both internal and external communication and the intended audience will differ each trimester (See Exhibits 8.1 and 8.2). The purpose of the communication is to generate school and department reflection on the efficacy of their strategies. In addition, this communication also promotes the publication of effective practices from which other schools and departments can draw.

The communication plan will meet the following objectives:

- Guide how, what, and when progress on SMART goals are reported
- Provide ongoing support to all staffs, schools, and District departments
- Provide tri-annual data to all stakeholders about the effectiveness of district-wide, school, and District department strategies and initiatives
- Present data transparently to the community and encourage parent and community engagement
- Promote successful implementation of the CLF

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❖ EXHIBIT 8.1: Target Audiences

TARGET AUDIENCES

INTERNAL COMMUNICATION	EXTERNAL COMMUNICATION
<ol style="list-style-type: none">1. Students2. Site Level Staff<ol style="list-style-type: none">a. Classifiedb. Certificatedc. Administrative3. District Level Staff<ol style="list-style-type: none">a. Classifiedb. Certificatedc. Administrative4. Board of Education	<ol style="list-style-type: none">1. Parents2. Parent Organizations3. Community Members4. Elected Officials

8.2 COMMUNICATING STRATEGIES

Each school and District department is responsible for developing a Strategic Improvement Plan (SIP) found in Section 3.0. These plans are anchored on both cause data about adult actions and effect data about student learning. Once data is analyzed and SMART goals for improvement are determined, strategies are then selected and indicators are established. Goals and indicator results for each strategy form the basis of the communication reported by the schools and district departments.

8.3 REPORTING ON DISTRICT-WIDE, DEPARTMENT, AND SCHOOL INDICATORS

District-Wide Indicators measure progress on the Comprehensive Learning Framework. The framework includes indicators that emphasize student achievement and requires the use of results to make informed decisions about areas for improvement and new initiatives (Douglas Reeves and John Hattie, 2011, p. 230).

These district-wide indicators are the “measures of educational performance that are used by every building in the system. They represent the core values of stakeholders, those “non-negotiables” that must be measured and considered at every grade level in every school” (Douglas Reeves, 2004, p.115).

School and District office performance indicators measure the impact of implemented strategies at each school site and within district departments. Both adult actions and student results are

SECTION 8 – Communication

measured by these performance indicators. At schools, the indicators may include the results of school-wide or Data Team assessments as well as the percentage of teachers who are successful with the implementation of a determined strategy. In District departments, the indicators may include data collected about the timelines of completed work orders or the on-time and safe delivery of students to school. These indicators are viewed frequently in order to determine necessary midcourse corrections (Kamm, 2010, p. 162). See Section 2 for a list of district-wide indicators.

8.4 COMMUNICATION PLAN OVERVIEW

The Communication Accountability Table below reflects reporting trimesters and consists of three groups: District, District departments, and schools. Each report contains specific content information, reporting format, and identifies targeted audiences. Attention needs to be given to the differing criteria requested for each trimester. Measurable evidence will be provided from every level on successful teaching and leadership practices that reinforce the professional teams’ approach to improving student achievement while reinforcing transparency district-wide.

❖ EXHIBIT 8.2: Communication Plan Overview

FIRST TRIMESTER - (JULY – OCTOBER) DISTRICT-WIDE		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Revisit mission/vision ▪ Reporting formats and timetables ▪ Cabinet-level administrator analyze and report results of the performance indicators from the previous year to the Board of Education and external stakeholders (State of District Address) ▪ Formulate connections with Data Teams/PLCs, Improvement Plans ▪ Superintendent and Cabinet members set new goals and objectives for the new school year and publish 	<ul style="list-style-type: none"> ▪ MUSD newsletter ▪ Press release ▪ Superintendent monthly meetings ▪ Fall Board Meeting ▪ LEA Plan 	<ul style="list-style-type: none"> ▪ Board of Education ▪ Community

SECTION 8 – Communication

FIRST TRIMESTER - (JULY – OCTOBER) DISTRICT DEPARTMENTS		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Departments develop annual goals, indicators, and Improvement Plans based on district-wide data analysis ▪ Department directors present annual Improvement Plan to the appropriate Cabinet-level administrator for review (State of the Department Address) 	<ul style="list-style-type: none"> ▪ Presentations to Assistant Superintendents ▪ Principals’ meeting ▪ LEA Plan 	<ul style="list-style-type: none"> ▪ District Office Administrators ▪ Staff at Department Meetings ▪ Principals

FIRST TRIMESTER - (JULY – OCTOBER) SCHOOLS		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Principal highlights student achievement on district-wide and school-wide CST results/data to staff, students and community (State of Schools Address) ▪ Principal, DSLT and School Site Council prepare and share revisions to the Strategic Improvement Plan 	<ul style="list-style-type: none"> ▪ School Newsletter ▪ Professional Learning Communities/ Data Teams ▪ Data walls of ongoing student performance ▪ Strategic Improvement Plan 	<ul style="list-style-type: none"> ▪ School Site Council ▪ English Learner Advisory Committee ▪ Community at Back to School Night ▪ Students, staff and parents

SECTION 8 – Communication

SECOND TRIMESTER – (NOVEMBER-FEBRUARY)		
DISTRICT-WIDE		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Superintendent and Cabinet members monitor and measure progress on goals and objectives ▪ Monitor the level of implementation of Data Teams/PLCS, and Improvement Plans ▪ Develop and share School Accountability Report Card (SARC) with community and at a Board meeting 	<ul style="list-style-type: none"> ▪ Superintendent Monday Memos ▪ Winter Board Meeting ▪ Press release ▪ Superintendent meetings 	<ul style="list-style-type: none"> ▪ Board of Education ▪ Community

SECOND TRIMESTER – (NOVEMBER-FEBRUARY)		
DISTRICT DEPARTMENTS		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Each District Department Director reports progress, including adjustments made on meeting department goals to Cabinet-level administrator 	<ul style="list-style-type: none"> ▪ Presentations to Assistant Superintendents ▪ Posting on District website 	<ul style="list-style-type: none"> ▪ Staff at Department Meeting ▪ Assistant Superintendents DAC/DELAC

SECTION 8 – Communication

SECOND TRIMESTER – (NOVEMBER-FEBRUARY) SCHOOLS		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Principal reports student achievement on school-wide indicators ▪ Principal and DSLT report adjustments to the Strategic Improvement Plan and School Plan, Share School Accountability Report Card (SARC) 	<ul style="list-style-type: none"> ▪ School Newsletter ▪ PLC ▪ Data walls of ongoing student progress 	<ul style="list-style-type: none"> ▪ Staff Meetings ▪ Certificated/Classified staff ▪ District Supervisors

THIRD TRIMESTER – (MARCH - JUNE) DISTRICT-WIDE		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Cabinet-level administrator report progress on district-wide goals, LEA Plan goals and the implementation of the CLF (State of the District Address) 	<ul style="list-style-type: none"> ▪ Presentation to the Board of Education ▪ Press Release 	<ul style="list-style-type: none"> ▪ Board of Education ▪ Community in Data Fair (Adult Science Fair)

SECTION 8 – Communication

THIRD TRIMESTER – (MARCH - JUNE) DISTRICT DEPARTMENTS		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Department Directors report on goals and indicators to the appropriate Cabinet-level administrator who will provide feedback ▪ Department Directors completes End of the Year Reflections and Next Steps for Data Summit ▪ Each department will participate in the Data Summit 	<ul style="list-style-type: none"> ▪ Data Walls ▪ Presentation to Assistant Superintendents ▪ Presentation to Data Summit 	<ul style="list-style-type: none"> ▪ Staff at Department Meeting ▪ Participants and attendees at Data Summit

THIRD TRIMESTER – (MARCH - JUNE) SCHOOLS		
CONTENT TO BE COMMUNICATED	FORMS OF COMMUNICATION	AUDIENCE
<ul style="list-style-type: none"> ▪ Principal reports student achievement data on school-wide indicators and goals ▪ Principal, staff and DSLT prepare End of the Year Reflections template form for the Data 	<ul style="list-style-type: none"> ▪ School Newsletter ▪ Data Summit Display Boards (see Appendices) 	<ul style="list-style-type: none"> ▪ School Advisory Groups ▪ Staff meetings ▪ Meet with supervisors

8.5 CONCLUSION

This communication plan works as a continuous progress report that ensures all stakeholders share information about the success of their strategies and the progress made on their goals. At school sites, principals and leadership teams will report on student achievement data and learning progress. District departments will report on specific goals and strategies that are included in their SIPS using their indicators to show their improvement growth. This process holds adult stakeholders accountable for continuous improvement toward the districts goals.

Communication protocols are connected to each component included in the CLF.

- **Strategic Improvement Plans (Section 3):** Leadership Teams from the school and District departments communicate their progress on the goals and strategies included in their school and District department strategic improvement plans.
- **Data Teams (Section 4):** Data teams are a critical link to the school and district department communication. Data teams in schools and District departments are the conduit for implementing improvement strategies contained in the strategic improvement plan. In addition, data collected through the data team process is also used to determine successful implementation of school-wide or department-wide strategies.
- **Evaluation (Section 5):** Evaluation systems reflect individual performance and growth through the development and implementation of a professional growth plan. For school and district department leaders, this growth plan is aligned to the data and goals, and strategies reflected in the strategic improvement plan. As leaders communicate the growth made on their improvement plans, they also reflect on their own leadership success.
- **Rigorous Curriculum Design (Section 6):** Rigorous curriculum design is anchored on prioritized Common Core State standards and includes formal and informal assessments that are aligned to district and state assessments. In addition, the curriculum suggests differentiated research-based strategies within units of study that follow logical learning progressions. As school leadership teams communicate progress on their goals and strategies by referring to their results indicators, they are also reflecting on their successful implementation of instructional practices included in their curriculum.
- **Professional Learning (Section 7):** When schools and departments communicate the results of their improvement efforts, professional learning practices are often re-evaluated and refined.

SECTION 8 – Communication

- **Celebration and Support (Section 9):** By communicating the result indicators from strategic improvement plans, school and district department leadership teams have the opportunity to celebrate their accomplishments and determine areas needing additional support.

Communication acts as a reflective mirror, and offers the district a view of the real progress being made at any of the established reporting periods. This mirror reflects the district's ability to make improvements with efficacy and fidelity, compare its progress to the guidelines established in the CLF, reinforce structures of action, promote sound leadership practices, improve instruction, and direct exemplary student learning.

SECTION 9 – Celebration and Support Plan: Support to Achieve & Recognize (STAR)

SECTION 9 – CELEBRATION AND SUPPORT PLAN: SUPPORT TO ACHIEVE & RECOGNIZE (STAR)

9.0 INTRODUCTION

In the Comprehensive Learning Framework (CLF), the focus is on student achievement and professional growth of all staff. Like any vibrant and successful organization, the Montebello Unified School District (MUSD) will develop clear and meaningful ways to acknowledge the excellence and accomplishments of its staff, particularly as it relates to the CLF. It is furthermore recognized in MUSD that both recognition and support are essential to creating a positive climate for learning and working.

9.1 RECOGNITION PLAN FOR SCHOOLS

School-based, local celebrations are encouraged because they provide meaningful acknowledgement and positively support morale.

It is within the role of school administrators to ensure that stakeholders involved in the operation and learning within the school community are aware of and understand the focus of the Strategic Improvement Plan (SIP). Regular progress in attaining the SIP goals will be shared with these stakeholders who will have an opportunity to share in celebrating progress. Celebrations may include recognition of learning growth at school assemblies, discussion at School Site Council (SSC) meetings, parent information nights, school newsletters, Teleparent, School Loop, website information or other creative school-based ideas.

The School Site Council plays an important role in recognizing the achievement of goals. The site administration will inform the SSC on the progress of the school's goals throughout the school year.

9.2 RECOGNITION PLAN FOR DISTRICT DIVISIONS AND DEPARTMENTS

It is within the role of District department leaders to ensure that employees are aware of and understand the focus of the SIP. Regular progress in attaining the SIP goals will be shared with these employees and they will have an opportunity to share in celebrating progress.

The Superintendents may offer recognition of District departments for their progress and accomplishments throughout the school year.

SECTION 9 – Celebration and Support Plan: Support to Achieve & Recognize (STAR)

9.3 STAR AWARDS

STAR Awards shall be given annually in each of the identified categories. Nominations for the previous school year will be submitted before the winter break of the subsequent school year (see Appendix Q).

Recognition will be given for outstanding achievements aligned with District goals as detailed in the CLF.

1. Employee Recognition Staff Members of the Year

This award is given to Certificated and Classified staff. The supervisor of each school site or District department will nominate individuals for recognition based on their contribution toward the successful accomplishment of its SIP. All nominations will be reviewed by the site/department administrator and submitted to the appropriate Division Head for approval. Award recipients will be recognized at a regularly scheduled Board of Education meeting.

2. SIP SMART Goals Award

This award is given to schools/district departments that reach all of their established SMART goals as stated in their strategic improvement plan. The school/district department will receive a certificate and the staff will be recognized at a regularly scheduled Board of Education meeting.

3. Recognition of Schools/Employees

a) Achievement Gap Award

This award is given to schools meeting either their API or AYP goals, as determined by state and federal guidelines. An award will be presented during a regularly scheduled Board of Education meeting to each school qualifying for the award.

b) University of California a-g Requirement Award

This award is given to high schools that have at least a 5% increase from the previous year in the percentage of seniors completing the a-g UC required courses with an academic grade of “C” or better.

c) Pupil Attendance Award

This award will be given to school sites attaining an attendance rate of 97.5% or higher.

SECTION 9 – Celebration and Support Plan: Support to Achieve & Recognize (STAR)

d) Employee Attendance Award

This award will be given to sites/departments that increase their attendance rate. Certificates will be presented at a regularly scheduled Board of Education meeting.

9.4 MONITORING AND SUPPORT PLAN

Schools and District departments aim to meet their goals as determined by CLF guidelines, as well as by their Strategic Improvement Plans (SIP) as outlined in Section 3.0. It is understood that goals may develop over more than one school year. If the goals are not met after a determined data collection period, a differentiated support system will be provided, as determined by the school administrator in collaboration with the superintendent. Differentiated levels of support are described below:

Support Level 1:

- Host the conversation between the school administrator, team and superintendent to review: reasonable goal, data collection tools and results, strategies being implemented, support in assessment, instruction, and or curriculum
- Superintendent will revisit the department or school within an appropriate amount of time of the initial conversation and prior to the next reporting period to ensure suggested changes are implemented

Support Level 2:

- Instructional coaching
- Support by District Site Leadership Team (DSLTL)
- Buddy schools/departments
- Release time to observe and learn from other sites/district departments
- Professional learning
- Inventory of resources available in support of their goal
- Superintendent/designee will revisit the department or school within an appropriate amount of time of the initial conversation and prior to the next reporting period to ensure suggested changes are implemented

Support Level 3:

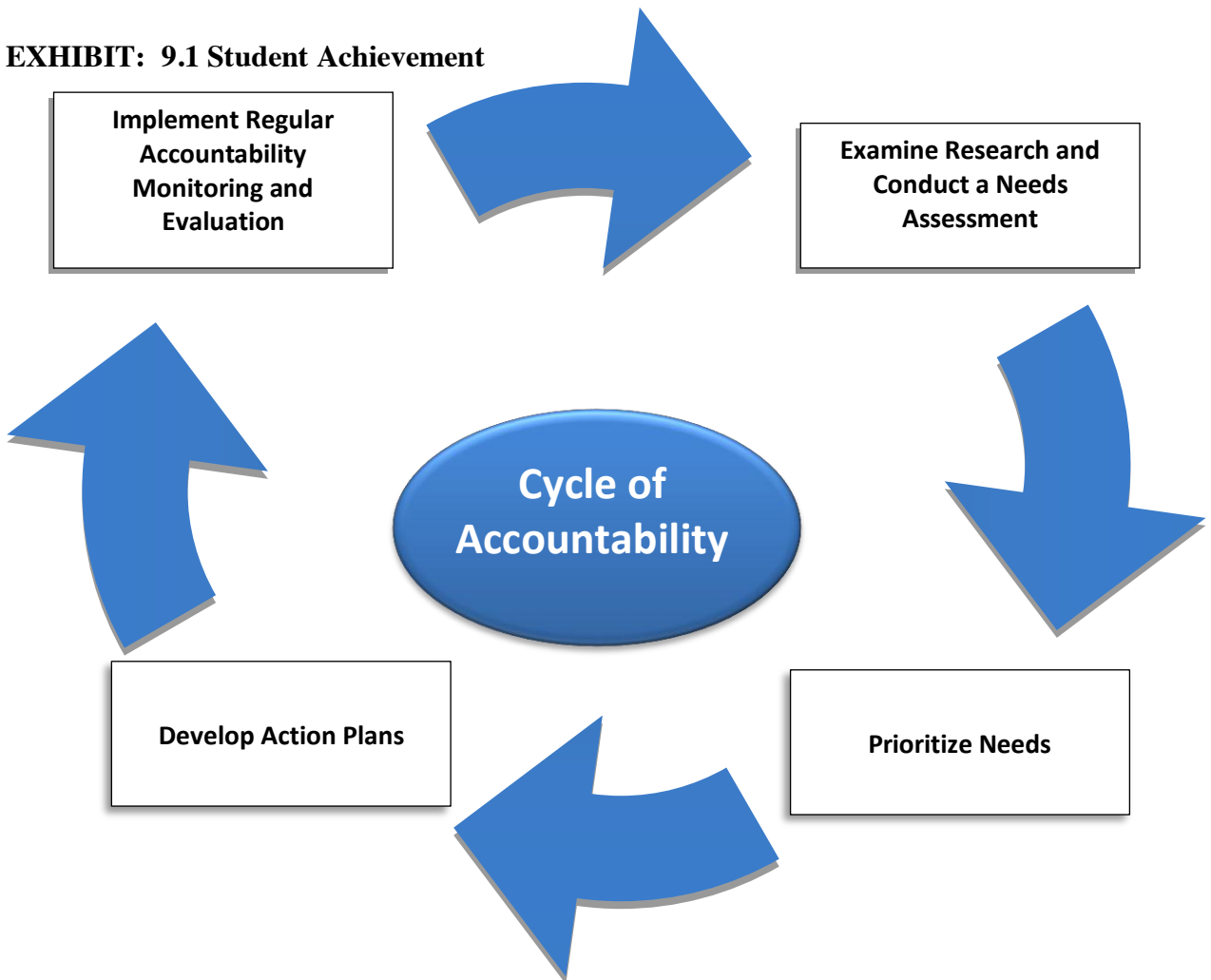
- A review of the accuracy of the data being collected (baseline and ongoing)
- A thorough review of the efficacy of instruction within each classroom as supported by specific assessment data (Data Team CFAs, district benchmark data)

SECTION 9 – Celebration and Support Plan: Support to Achieve & Recognize (STAR)

- Review the fidelity of implementation by staff (e.g., Are 90% of staff implementing strategy as agreed in the determined matter?)
- Adjustment of strategies, not the goal
- A review of resource allocation that ensures support of continued implementation of the school site strategies

Additional support beyond Level 3 will be developed and monitored collaboratively between the school/District department administrator and Superintendent or designee.

❖ **EXHIBIT: 9.1 Student Achievement**



SECTION 10 – GUIDING COALITION

10.0 INTRODUCTION

Upon approval of The Comprehensive Learning Framework (CLF) by the MUSD Board of Education, the CLF Design Team becomes the Framework Implementation Team (FIT). The FIT oversees the implementation of the powerful practices included in the CLF and considers and suggests any necessary refinements.

10.1 CHANGES TO THE COMPREHENSIVE ACCOUNTABILITY FRAMEWORK

The FIT will meet minimally three times per school year: October, January, and April. These meetings will be scheduled and convened by the superintendents' office. The FIT's task is to guide MUSD in the implementation of the components in the CLF and to review procedural issues as they arise.

In addition, the FIT will review proposed policy changes that directly impact the CLF. They will then make the appropriate suggestions to the Board of Education to maintain the integrity of the practices contained in the CLF.

GLOSSARY

Advocate: Someone who speaks or acts on behalf of another person or group to influence public policy and resource allocation decisions within political, economic, and social systems and institutions

“Aligned” pre-assessment: Contains the same concepts and skills as the end-of-unit post-assessment, but has fewer questions.

API: Academic Performance Index

AYP: Adequate Yearly Progress

Big Idea: The three or four foundational understandings—main ideas, conclusions, or generalizations relative to the unit’s unwrapped concepts—that educators want their students to discover and state in their own words by the end of the unit of study in order to convey to students the benefit or value of learning the standards or focus that they are to remember long after instruction ends.

California Professional Standards for Educational Leaders (CPSELS): Six quality standards for site and district leaders that provide indicators of leadership action that contribute to meeting the California Standards. These standards provide an overview of what successful leader do and are useful for setting a general course for leadership preparation, professional development, and administrator certification and district assessments.

Coaching: Support provided with recommendations, suggestions, feedback

Collaboration: A *systemic* process in which people work together, *interdependently*, to analyze and *impact* professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

Common Assessment: An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. State and provincial assessments and [division] benchmark assessments are “common” assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed common assessments provide members with the basis of comparison that turns data into information and help individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

Common Core State Standards (CCSS): CCSS initiative's stated purpose is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Additionally, "The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers," which will place American students in a position in which they can compete in a global economy; joint, two-way, mutual, shared communication between stakeholders

Common Formative Assessment (CFA): In-process assessment based on the unwrapped priority standards for a unit of study that grade “alike” and course “alike” educators collaboratively create and administer to all of their students at approximately the same time.

An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout they are there to identify (1)individual students who need additional time and support for learning, (2)the teaching strategies most effective in helping students acquire the intended knowledge and skills,(3)curriculum concerns–areas in which students generally are having difficulty achieving the intended standard–and (4)improvement goals for individual teachers and the team.

Comprehensive Learning Framework (CLF): The purpose of the CLF is to build the capacity within Montebello Unified School District to operate as a learning organization for continuous improvement. It serves as a constructive process to ensure that outstanding teaching, learning and leading are demonstrated, supported and celebrated in MUSD. The CLF document is intended to clarify and unify the various components of governance, schools and support.

Consistently: Regularity, free from variation or contradiction

Continuous Improvement Process: The ongoing cycle of planning, doing, checking, and acting designed to improve results – constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Criterion-Referenced Assessment: An assessment used to determine if a student or group of students have met a specific standard or intended learning outcome (Ainsworth &Viegut, 2006).

Critical Questions of Collaborative Teams: In a PLC, collaboration focuses on four critical questions of learning: (1) What is it we want each student to learn, (2) How will we know when each student has learned, (3) How will we respond when a student experiences difficulty in learning, and (4) How will we enrich and extend the learning for students who are proficient?

Curriculum: The high quality delivery system for ensuring that all students achieve the desired end- the attainment of grade level, course specific standards.

Data Team: Is the name chosen in Montebello Unified to describe teacher teams that use a process to focus on and improve classroom student achievement results. The term Data Team is synonymous with PLCs. Please refer to PLCs for more information.

Data Team Cycle (DTC): The ongoing cycle of planning, doing, checking, and acting designed to improve results– constantly. In a Data Team, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not and applying the new knowledge in the next cycle of continuous improvement.

Differentiation: The practice of adjusting the curriculum, teaching strategies, and classroom environment to meet the needs of all students.

Differentiated Instruction: Teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms

Disaggregated Data: Disaggregated data means that test scores can be sorted by categories such as economically disadvantaged or English learners.

Disposition of Care: Prevailing tendency of concern for others

Efficacy: The ability, capacity, power to produce a desired effect

Emotional Intelligence: Describes the ability, capacity, or skill to identify, assess, and manage the emotions of one's self, of others, and of groups

Equitable: Dealing fairly and equally with all concerned

Essential Questions: Engaging, open-ended questions that educators use to spark student interest in learning the content of the unit about to commence.

Ethical Reasoning: A process by which actions/decisions are analyzed via the lenses of empathy, individual rights, equity, professional obligations, utility, and legality

Facilitates: To make easier, help bring about

Fidelity: Implementation is followed precisely and as intended

Formative Assessment: An assessment *for* learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers uses in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those students with additional time and support in a way that does not remove them from new direct instruction, and (3) give them additional opportunities to demonstrate their learning; drives instruction through interim assessments

Formative Components of Evaluation: A method for judging the worth of a program while the program activities are in progress. This part of the evaluation focuses on the process. It permits the designer, learner, and instructor to monitor how well the instructional goals and objectives are being met. Its purpose is to catch deficiencies so that the proper learning interventions can take place that allows the learner to master the required skills and knowledge.

Goals: Measurable milestones that can be used to assess progress in advancing toward a vision. Goals establish targets and timelines to answer the question, What results do we seek, and how will we know we are making progress?

Guaranteed and Viable Curriculum: A curriculum that (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted (Marzano, 2003).

Horizontal Alignment: The degree to which an assessment matches the corresponding content standards for a subject area at a particular grade level

Interventions: Strategies to increase, improve, and/or enhance student performance

Leadership Team: Site or departmental team based on shared leadership charged with developing and monitoring student achievement. Site teams may consist of teachers, administration, representatives of special populations and parents/community representatives. District teams may consist of staff, managers\supervisors and department directors/assistant superintendents.

Learning Community: A group of people who are actively engaged in learning together and from each other

Learning Forward: An international non-profit association of learning educators.

Learning Organization: "Organizations where people continually expand their capacities to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990, p. 3).

Learning Progression: The step by step building blocks students are presumed to need in order to successfully attain a more distant, designated instructional outcome.

Mentoring: Long-term guidance and assistance in achieving goals

Minimal: Least, smallest, nominal

Mirrored Pre-Assessment: Contains the same number and type of questions that appear on the post assessment.

Mission: The mission statement should guide the actions of the organization, spell out its overall goal, provide a path, and guide decision-making. It provides "the framework or context within which the company's strategies are formulated.

MUSD: Montebello Unified School District

Norm-Referenced Assessment: An assessment designed to compare the performance of an individual or group with a larger “norm” group typically representing a national sample with a wide and diverse cross-section of students (Ainsworth & Viegut, 2006).

Occasional: Acting in a specified capacity from time to time

PD: Professional Development

Performance-Based Assessment: An assessment that requires students to demonstrate learning through demonstration or completion of a task (for example, essays, oral presentations, open-ended problems, labs, or real-world simulations). Prior to administering a common performance-based assessment, a collaborative team in a PLC must (1) agree on the criteria by which members will judge the quality of student work and (2) demonstrate that they apply those criteria consistently – establish interrater reliability.

Priority Standards: A carefully selected subset of the total list of academic content and performance standards within each content area that students must know and be able to do by the end of each school year so they are prepared to enter the next level of learning.

Problem Based Learning (PBL): Student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems (not to be confused with project-based learning)

Professional Development/Growth: Is the continuous process of acquiring new knowledge and skills that relate to one’s profession, job responsibilities, or work environment. It plays a key role in maintaining trained, informed, and motivated employees, regardless of job classification.

Professional Learning (PL): A focused educational experience that support employees in continuous learning and professional growth; describes a collegial group of administrators and school staff who are united in their commitment to student learning

Professional Learning Community (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Reflective Practice: Paying critical attention to previous actions to determine their effectiveness

Rigorous Curriculum Design (RCD): Rigorous Curriculum Design a carefully sequenced, hands-on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keep standards, instruction, and assessment tightly focused and connected.

Reciprocal Accountability: The premise that leaders who call upon members of the organization to engage in new work, achieve new standards, and accomplish new goals have a responsibility to those members to develop their capacity to be successful in meeting these challenges: “For every increment of performance we ask of educators, there is an equal responsibility to provide them with the capacity to meet that expectation” (Elmore, 2004, p. 93). For example, principals of professional learning communities recognize they have an obligation to provide staff with the resources, training, mentoring, and support to help them successfully accomplish what they have been asked to do.

Rigorous Curriculum: An inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end.

Rigor: A reaching for a higher level of quality in both effort and outcome; the intentional inclusion of and alignment between all necessary components of a rigorous curriculum.

Rubric: A rubric is a document that articulates the expectations for an assignment, assessment, or evaluation by listing the criteria, or what counts, and describing levels of quality from excellent to poor.

Safe Harbor: Meeting the goal for adequate yearly progress (AYP)

SAT: Student Achievement Team

Scoring Guide: A written list of specific criteria describing different levels of student proficiency on a standards-based assessment task.

SIP: Strategic Improvement Plan

SMARTGoals: Goals that are Strategic & Specific, Measurable, Attainable, Results- oriented, and Timebound (O’Neill & Conzemius, 2005).

Smarter Balanced Assessment Consortium (SBAC): A state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready.

Social Justice: The concept that suggests equality and possession of basic human rights

Stakeholder: A person, group, or organization that affects or can be affected by a school’s actions

Standards For Professional Learning: Standards that define the essential elements and conditions for professional learning in order to improve educator effectiveness and student learning.

STAR: Support To Achieve & Recognize

Stull Bill: The Stull Bill, AB 293, was passed by the California Legislature in 1971. The intent was to “establish a uniform of evaluation within in each school district of the state.” The act is a set of instructions that are followed in evaluating teachers and administrators, and includes due process law.

Summative Assessment: An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming; comprehensive measurement of attainment of standards

Summative Components of Evaluation: Method of judging the worth of program activities. The focus is on the outcome.

Supporting Standards: Standards that support, connect to, and enhance the priority standards and taught within the context of the priority standards but do not receive the same degree of instruction and assessment emphasis.

Sustainability: Able to maintain

Systematic: Methodical, orderly, organized, logical, efficient

Systematically: Methods/routines in place to monitor at scheduled increments

Systemically: Refers to something that is spread throughout, system-wide, affecting a group or system such as a body, economy, market or society as a whole

Team: A group of people working *interdependently* to achieve a *common goal* for which members are held *mutually accountable*. Collaborative teams are the fundamental building blocks of PLCs.

Team Learning Process: The cyclical process in which all teams in a Data Team engage to stay focused on learning. The team learning process includes: clarify in essential student learnings (skills, concepts, and dispositions) for each course and content area; agreeing on common pacing of instruction; developing multiple common formative assessments aligned to each essential outcome; establishing specific, rigorous target scores or benchmarks that will lead to success on high-stakes assessments; analyzing common assessment results; and identifying and implementing improvement strategies. Teams address each step in the process by first building shared knowledge rather than pooling opinions.

Team Norms: In Data Teams, norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Technology Integration: The infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting

Title I: The first section of ESEA, Title I refers to programs aimed at America's most disadvantaged students. The primary goal is to close the achievement gap for America's most at-risk students.

Title II: The purpose of Title II is to increase student achievement by helping districts to improve their teacher and principal quality and also to ensure that all teachers are highly qualified.

Title III: The section of the Federal No Child Left Behind Act (NCLB) that provides resources for professional development for teachers to improve language instruction for English Learner and immigrant students.

Unit of Study: A series of specific lessons, learning experiences, and related assessments based on designated priority standards and related supporting standards for a topical, skills-based, or thematic focus that may last anywhere from two to six weeks.

Unwrapping the Standard: Analyzing and deconstructing grade-level and course-specific standards for a unit of study to determine exactly what students need to know (concepts) and be able to do (skills).

Vertical Alignment: The curriculum configuration developed to build upon prior learning to reach a specified goal

Vision: A statement of the district's values, commitments and beliefs in order to reach specific educational goals.

Weeding the Garden: Analyzing and consolidating the school site of programs or strategies to utilize the ones that are most effective.

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A COMPREHENSIVE LEARNING FRAMEWORK

Words into Action

Shared Leadership and Reciprocal Accountability Establishing Processes to Support Success

Evidence of Student Learning

Vision Statement

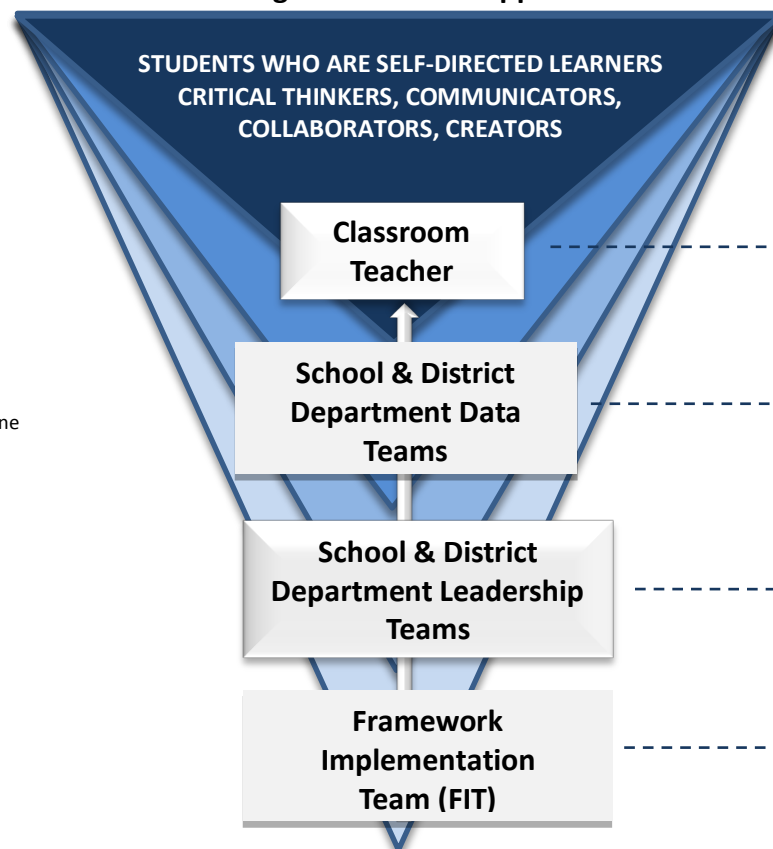
- **We Value** - An organization culture based upon both individual strengths and relationships in which learners flourish in an environment of collaboration, freedom of expression, high expectation and relationships
- **We Commit to** - Continually refining our efforts to provide educational equity and high expectations for all students as we prepare them for success in college, career and beyond
- **We Believe** - In developing and nurturing all of our students and staff through continuously creating conditions that promote rigor, relevance and relationships through our organization

Mission Statement

We promote rigor, relevance and relationships. We continually refine our organization so that all learners have the opportunity to think critically, establish relationships, collaborate and communicate effectively as we prepare them for success in college, career and beyond.

Strategic Goals:

- ❖ Prepare students, Transitional Kindergarten through twelfth grade, for college and career
- ❖ Learn continuously to ensure college and career ready students
- ❖ Maintain safe and innovative environments that foster learning
- ❖ Engage parents and community in the process of student learning
- ❖ Align fiscal resources to support student learning



Classroom Assessments:

Classroom formative assessments (Informal and Formal) serve as frequent indicators of individual student mastery of priority standards. Students use these results to set learning goals, and teachers use the results to guide their daily instructional practices.

Common Formative Assessments:

Common formative assessments are generated and analyzed by Data Teams to measure student mastery of priority standards within specific units of instruction. Teachers use these results to inform instructional decisions and to determine appropriate interventions.

School Site & District Performance Indicators:

Performance indicators measure the impact of school/district department strategies included in improvement plans. These indicators reflect both adult implementation and student achievement results. They are used to make midcourse adjustments as needed to school-wide strategies.

System-Wide Performance Indicators:

Large-scale indicators measure the district's progress toward the achievement of system-wide strategic goals.

SUPPORTING COMPONENTS THAT CONNECT DISTRICT-WIDE PRACTICES

Strategic Improvement Plans

Robust school and district improvement templates and guidelines are provided in the framework. These guidelines are grounded in the categories from The Leadership and Learning research-based Planning Implementation and Monitoring™ Rubric

Data Teams

Data Teams are teacher-based teams that are described in the Framework. They design and implement scaffolded units of instruction; they also generate and analyze common formative assessments aligned with these units of instruction in order to determine student mastery of standards

Evaluation System

Precise procedures for dynamic, multidimensional teaching and leadership evaluation systems are described in the Framework. These systems include performance continuums, professional growth plans, and coaching protocols

Rigorous Curriculum

The Framework describes the dimensions of a rigorous curriculum which is anchored on prioritized Common Core State Standards The curriculum includes formal and informal assessment, suggests effective research-based strategies, develops units of study that follow logical learning progression, and embeds differentiated learning experiences.

Professional Learning

The Framework provides guidance for deeply embedded professional development practices that include theoretical knowledge, modeling, practice, feedback, re-teaching and coaching.

Communication Protocols

The Framework guides specifically outlined procedures for frequent and effective communication (internal and external) focused on school and district progress.

Celebration and Support Plan

The Framework provides specific criteria and protocols for recognizing and guiding the effective implementation of strategies to ensure the achievement of goals.

PIM™
(Planning, Implementation, and Monitoring)
Improvement Audit

The PIM™ (Planning, Implementation, and Monitoring) School Improvement Audit assesses levels of focus in 30 specific leadership practices in five broad areas:

- Comprehensive needs assessment
- Inquiry process
- SMART goals
- Design
- Evaluation

The rubric provides specific performance criteria for the leadership practices to facilitate assignment of PIM scores as follows:

- Score 3, exemplary performance (High PIM)
- Score 2, proficient performance (Middle PIM)
- Score 1, needs improvement (Low PIM)

The PIM™ School Improvement Audit thus provides an objective means of gathering and comparing data on a wide range of leadership practices from large numbers of schools with diverse student populations and operating in diverse environments.

Section A: Comprehensive Needs Assessment (5 practices)		
Exemplary: Score of 3 (all of 2 +)	Proficient: Score of 2	Needs Improvement: Score of 1
In addition to meeting requirements at the Proficient level, specific evidence is provided in needs assessment areas to describe:	Specific evidence is provided in needs assessment areas to describe:	Needs assessment areas provide any evidence to describe:
1. Strengths are described specifically for student achievement, teaching practices, and leadership actions.	1. Strengths are specified in more than just the student achievement area, identifying strengths of the staff and school.	1. Strengths are limited to student achievement, and are vague or non-specific regarding staff strengths.
2. Student achievement is described in terms of state or district assessments, school-based assessments that describe subscale distinctions by subgroups, and classroom or contextual data that describe patterns and trends down to the skill level.	2. Student achievement data include some evidence of school-level achievement data, narrative, and school/classroom data to support district or state assessment data.	2. Data are primarily described in terms of standardized test scores or state-level assessments of student achievement, attendance, and demographics.
3. Teacher practices are supported by research, describe whether professional development or repeated practice is needed, and describe how monitoring of those practices will be used to improve instruction.	3. Teacher practices are supported by research and specific professional development needs.	3. Teacher practices are generic statements that may identify strategies supported by research, but fail to link to specific need for professional development.

Section A: Comprehensive Needs Assessment (5 practices)

Exemplary: Score of 3 (all of 2 +)	Proficient: Score of 2	Needs Improvement: Score of 1
4. Leadership actions describe the degree to which leaders monitor performance, set direction, provide feedback, or communicate values.	4. Leadership actions describe the degree to which leaders specifically monitor performance or set direction.	4. Leadership actions are not specifically distinguished from actions of other staff, or plan lacks clear description of actions.
In addition to meeting requirements at the Proficient level, specific evidence is provided in needs assessment areas to describe:	Specific evidence is provided in needs assessment areas to describe:	Needs assessment areas provide any evidence to describe:
5. Evidence of frequent (beyond traditional grading periods) parent communication regarding standards, best practices, and grading (e.g., standards-based report card, Educational Testing Service [ETS], writing, etc.): <ul style="list-style-type: none"> Evidence of engagement of parents, patrons, and partner businesses or organizations is clearly described. Links readers to various data ware houses for demographic and student achievement assessment data. 	5. One or more instances of involvement of parents in process of improving student achievement (e.g., online student monitoring, participation in curriculum design, methods to support learning at home).	5. Compliance with P.L. 221 membership and evidence of parent involvement tends to be in areas other than teaching and learning (e.g., % participation in conferences, attendance at school events, newsletters, assistance in school events).

Section B: Inquiry Process (4 practices)

Exemplary: Score of 3 (all of 2 +)	Proficient: Score of 2	Needs Improvement: Score of 1
6. Inquiry routinely examines cause-and-effect correlations from needs assessment data before selecting ANY strategies or program solutions. Positive correlations at desired levels represent a quantifiable vision of the future.	6. Inquiry has identified some correlations from needs assessment data to select specific strategies or program solutions planned. Positive correlations at desired levels represent a quantifiable vision of the future.	6. Effects (results targeted) may or may not align with urgent needs assessed or represent a quantifiable vision of the future. Plan tends to address broad content area improvement needs, without identified correlations between needs and strategies.
7. ALL selected classroom-level research-based programs or instructional strategies are identified for a stated purpose, and ALL standards-based research strategies are designed to address specific needs in student achievement.	7. Majority of selected classroom-level research-based programs or instructional strategies are identified for a stated purpose. Most school-wide programs or strategies (e.g., NCLB research-based programs, collaborative scoring, dual-block algebra, tailored summer school) specify the student needs being addressed.	7. Few (<50%) classroom-level research-based instructional strategies. Few programmatic and structural antecedents identified on the basis of data supporting the need for that program or strategy.
8. Explicit evidence indicates routine data analysis to identify cause-and-effect correlations. ALL causes are adult actions or the result of adult decisions rather than demographic student or family factors outside of the instructional control of educators.	8. Most described causes are adult actions or the result of adult decisions rather than demographic student or family factors outside of the instructional control of educators; school improvement plan (SIP) describes some links between causes (antecedents) and desired results (effects).	8. Evidence of analysis of cause-and-effect correlations is not described in the SIP. Causes either are absent or tend to be demographic factors outside of instructional control rather than adult actions and strategies. SIP rarely inquires regarding cause-effect relationships.

Section B: Inquiry Process (4 practices)

9. ALL effects (desired results or goals) are specifically linked to cause behaviors or antecedent conditions for learning or administrative structures (e.g., time and opportunity, resources, etc.).	9. Majority of effects (desired results or goals) are explicitly linked to identified causes, strategies, conditions for learning, or administrative structures.	9. Few (<50%) effects are explicitly linked to identified causes, strategies, conditions for learning, or administrative conditions.
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Section C: SMART Goals (5 practices)

Exemplary: Score of 3 (all of 2+)	Proficient: Score of 2	Needs Improvement: Score of 1
<p>10. ALL Goals and supporting Targets specify:</p> <ul style="list-style-type: none"> Targeted student groups Grade level Standard or content area and subskills that are delineated within that content area, Assessments specified to address subgroup needs. 	<p>10. More than one Goal and supporting</p> <ul style="list-style-type: none"> Target specify: Targeted student groups Grade level Standard or content area and subskills that are delineated within that content area, Assessments specified to address subgroup needs. 	<p>10. Most Goals and supporting Targets describe in general rather than specific terms:</p> <ul style="list-style-type: none"> Targeted student groups Grade level Standard or content area and subskills that are delineated within that content area.
<p>11. ALL Goals/Targets describe:</p> <ul style="list-style-type: none"> Quantifiable measures of performance, Baseline data are always provided for each Goal/Target. 	<p>11. All Goals/Targets describe quantifiable measures of performance with specific assessments.</p>	<p>11. Few Goals/Targets describe quantifiable measures of performance. Stated goals seldom reference student needs or growth targets or specific assessment tools.</p>
<p>12. ALL Goals/Targets are sufficiently challenging to close learning gaps in 3-5 years for targeted subgroups.</p> <p>Minimal Growth from Baseline to Close Gaps: 1st Quartile >10%; 2nd Quartile >10%; 3rd Quartile >5%; Highest Quartile >3%</p>	<p>12. At least one Goal/Target is sufficiently challenging to close learning gaps in 3-5 years for targeted subgroups. Learning gaps are specified.</p>	<p>12. Goals/Targets are set so low that achievement will not close learning gaps in foreseeable future, or there are insufficient data to determine whether any learning gaps will be closed by achieving goal targets.</p>
<p>13. In addition to alignment of Goals/Targets with urgent student needs, ALL Goals can be explicitly linked to the mission and beliefs of the school or district.</p>	<p>13. All Goals/Targets align with urgent student needs identified in comprehensive needs assessment (subgroups specified). Some Goals are explicitly linked to the mission or stated beliefs of the school or district.</p>	<p>13. Few Goals/Targets describe urgent student needs identified in comprehensive needs assessment. Links to mission or beliefs of the school or district are vague or absent.</p>
<p>14. Each Goal and Target describes a fixed date when it will be achieved.</p>	<p>14. Some Goals/Targets describe a fixed date when they will be achieved, but all Goals/Targets specify a specific window of time.</p>	<p>14. Goals/Targets rarely describe a fixed date when they will be achieved, and describe only broad windows of time for any Goals (seasons, years).</p>

Section D: Design (11 practices)		
Exemplary: Score of 3 (all of 2 +)	Proficient: Score of 2	Needs Improvement: Score of 1
Design describes, in addition to all requirements of Proficient level:	Design describes:	Design describes:
15. WHY each focus area or major action step is being implemented.	15. WHY some action steps are implemented. SIP describes HOW the plan will be implemented, when, in what settings, and by whom.	15. When plan will be implemented and by whom.
16. Multiple forms of student assessment data, including formative, as well as multiple measures of teacher practices and leader actions.	16. Multiple student achievement assessment data and some data for teacher practices targeted.	16. Assessments are more often used to comply with directives rather than to serve as indicators of change or improved achievement.
17. Explicit evidence of improvement cycles for every school improvement initiative.	17. Explicit evidence of improvement cycles for some improvement initiatives.	17. Evidence of improvement cycles for school-wide initiatives unclear.
18. Monitoring schedule (s monthly) that reviews both student performance and adult teaching practices.	18. Monitoring schedule (a monthly) to review student performance.	18. Monitoring less frequent than monthly for student performance or teaching practices.
19. Capacity for rapid rollout of team responses (to data, professional development coaching, adjusted time and opportunity) in response to needs.	19. Some midcourse corrections delineated or anticipated in design of SIP.	19. No description of midcourse corrections observed in SIP design.
20. All Results Indicators serve as interim progress probes for each SMART Goal.	20. Some Results Indicators serve as interim progress probes for SMART Goals.	20. Results Indicators vague, describe compliance, or difficult to measure.
21. Consideration of adult learning issues and the change process is evident in time, programs, and resources.	21. Some attention to adult learning issues and change process is evident in SIP plan (e.g., limited initiatives, aligned focused professional development, integrated planning, related support structures).	21. Evidence provided of adult learning or change process considered in planning. SIP tends to be fragmented with multiple initiatives, little attention to time requirements for implementation.
22. Coaching/mentoring system creates a coaching or mentoring cadre by building capacity and application.	22. Coaching/mentoring is planned and systemic.	22. Coaching/mentoring is incidental. Viewed as sole responsibility of coach instead of school-wide effort.
23. Research-based instructional strategies, programs, and structures selected to impact specified student needs at school. ALL design activities and innovations are strongly correlated with student achievement gains.	23. Majority of research-based instructional strategies, programs, and structures are linked to specified student needs at school (school, subgroup, or individual).	23. Selected strategies, programs, and structures are not clearly linked to student needs evidenced by data. May lack support in research or best practice.
24. Professional development (learning) that is linked to meeting specific subgroup needs, addresses underlying causes of any substandard performance, is limited to three major initiatives per goal, and prepares educators to improve decision-making through planned reflection or analysis.	24. Professional development (learning) that is explicitly collaborative, selected to meet identified student needs (school, subgroup, or individual), embedded in functioning school processes, limited to three major initiatives per goal, and scheduled within normal school functions at least monthly.	24. Fragmented professional development that may or may not address student needs at school. Professional development is rarely limited to three major initiatives per goal. Activities tend to be overly ambitious in number or scope.

Section D: Design (11 practices)		
25. Support of professional development is provided for ALL initiatives in multiple ways (e.g., change procedures, cross-curricular applications or integration, subtract obsolete practices, collaboration, modeling).	25. Support of professional development is provided in more than one way (change procedures, cross-curricular applications or integration, subtraction of obsolete practices, collaboration, modeling).	25. Design has few systems to support professional development efforts.

Section E: Evaluation (5 practices)		
Exemplary: Score of 3 (All of 2 +)	Proficient: Score of 2	Needs Improvement: Score of 1
26. Evaluation compares planned with actual results in the prior year and examines achievement results based on safety-net power standards by grade and compares them with district performance. Student comparisons are augmented by a specific review of curriculum impact, time/opportunity for students, or the effect of teaching practices on achievement.	26. Evaluation summarizes data and evidence that examine student performance in multiple content areas and describes students in need of intervention whose performance puts them at risk of opening learning gaps.	26. Evaluation tends to limit data summaries to student achievement analyses. Plans tend to examine student performance without specifying students in need of intervention whose performance puts them at risk of opening learning gaps.
27. Evaluation plan describes explicit new knowledge, specific skills, and attitudes that will result from professional development associated with each goal for students, staff, AND stakeholders.	27. Evaluation plan describes new knowledge and specific skills or attitudes that will result from professional development associated with the majority of goals for students and staff.	27. Evaluation plan tends to describe new knowledge, skills, and attitudes in general terms and perceptions rather than specific knowledge or skills.
28. Evaluation specifies data and evidence needed to evaluate progress in meeting all stated goals, including formative school-based Tier 2 data explicitly aligned to address those students whose performance puts them at risk of opening rather than closing learning gaps.	28. Evaluation specifies data and evidence needed to evaluate progress to meet all stated goals, including formative school-based Tier 2 data and their frequency of collection.	28. Evaluation tends to use identical generalities for each goal rather than to specify data and evidence needed to evaluate progress toward goals.
29. Next steps are documented that outline how changes in teaching and learning will occur, describe how the leadership team analyzes data, provide evidence of submitting data to colleagues and peers for review, recommend changes from alternatives, and delineates a process to secure resources, implement changes, and evaluate results.	29. Next steps to improve teaching and learning are delineated and supported by a clearly defined improvement cycle in the plan.	29. Next steps rarely address changes in how teaching and learning will occur; next steps, if specified, tend to describe future outcome targets (goals) rather than next steps in terms of adult actions.
30. Evaluation plan is transparent in describing how results (positive or negative), conclusions, lessons learned, and next steps will be communicated and disseminated to all primary stakeholders (families, educators, staff, patrons, partners, and the public).	30. Plan describes how compared results (positive or negative) are communicated to improve goal-setting and ensure lessons learned.	30. Evaluation plan may describe process for communicating results, but seldom specifies how results will be explained to stakeholders or describes next steps.

Appendix B

SUMMARY	Comprehensive Needs Assessment	Inquiry Process	SMART Goals	Design	Evaluation	Notes
Exemplary						
Proficient						
Needs Improvement						
TOTAL SCORE:						

Adapted from Appendix B of *Finding Your Leadership Focus*, by Douglas B. Reeves

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DISTRICT DEPARTMENT
STRATEGIC IMPROVEMENT PLAN TEMPLATE

Montebello Unified School District



Director

Superintendent
MONTEBELLO UNIFIED SCHOOL DISTRICT
Strategic Improvement Plan
District Department Leadership Team Members

District Department Leadership Team Members shall include:

- Assistant Superintendent/Director/Manager/Supervisor, technical, administrative assistant, etc. (depends on size and function of department)

District Department: Director:	Date:
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Name	Position

District Department Leadership Team Members

Name	Position	Dates of Leadership Team Meetings

Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough analysis of your department data

Areas of Strength	Why
Areas of Concern	Why

Action and Monitoring Plan for District Departments

Each District Department will complete an Action and Monitoring Plan for each of its Department SMART goals. At least two of the SMART Goals will be related to the MUSD goals.

MUSD GOAL	
DISTRICT-WIDE PERFORMANCE INDICATOR	
PRIORITIZED DEPARTMENT SMART GOAL (Include goals and one supplementary goal.)	
RESEARCH-BASED STRATEGY	
DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure strategies.)	
DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES	
ADULT IMPLEMENTATION INDICATOR	PERFORMANCE INDICATOR
Data Source:	Data Source:

SAMPLE

Action and Monitoring Plan for District Departments

Each District Department will complete an Action and Monitoring Plan for each of its Department SMART goals. At least two of the SMART Goals will be related to the MUSD goals.

MUSD GOAL	Maintain safe and innovative environment that fosters learning
DISTRICT-WIDE PERFORMANCE INDICATOR	Percentage of health and safety work orders completed within 48 hours
PRIORITIZED DEPARTMENT SMART GOAL (Include goals and one supplementary goal.)	By December 1, 2012, the amount of health and safety related work orders completed within 48 hours will increase by $\leq 10\%$.
RESEARCH-BASED STRATEGY	Ensure journeyman level personnel are trained in data entry procedures and are able to complete the work order process within 48 hours.
DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure strategies.)	Data Teams will meet twice a month to review data from the Maintenance Direct Database to identify various trades meeting/not meeting targets.
DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES	
ADULT IMPLEMENTATION INDICATOR	PERFORMANCE INDICATOR
Increase number of journeyman entering without completion data	Percent of health and safety work orders completed within 48 hours
Data Source: Disaggregate MDD date by login /user	Data Source: Records generated by MDD

Action Steps for District Departments

Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.

ACTION STEPS	TIMELINE	PERSON (S) RESPONSIBLE	MEASURES USED	RESOURCES (INCLUDING FINANCIAL)

Professional Development Plan

Each Action and Monitoring Plan requires a separate “Professional Development Plan”.

STRATEGY FOR SMART GOAL				
COMPONENTS	DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
Theoretical Understanding (Big understanding)				
Demonstrations (Modeling)				
Practice and Feedback (Safe zone practice and feedback)				
On-the-Job Coaching (Support)				

Ongoing Evaluation

Monthly, the Department Leadership Teams will meet to evaluate their progress toward their SMART goals by reflecting on their selected strategies and referring to their performance indicators. These evaluations will be discussed during staff, Department Leadership Team meetings. An Ongoing Evaluation form should be completed for each evaluation.

Date: _____

STRATEGY	INDICATOR	MONTHLY REFLECTIONS & RECOMMENDATIONS (Refer to each strategies Action and Monitoring Plan)	NEXT STEPS
	<u>Adult Implementation Indicator</u> (% of staff using strategy)	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Department Results or Performance Indicator</u>	<u>Reflect on Implementation of Action</u>	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Adult Implementation Indicator</u> (% of staff using strategy)	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Department Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Adult Implementation Indicator</u> (% of staff using strategy)	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Department Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify

End-of-Year Reflections & Next Steps

Each year, department leadership teams reflect on their yearly progress as measured by adult action and Department performance indicators and recommend further actions.

What worked well?	
What improvements are needed?	
What are our next steps?	

SCHOOL IMPROVEMENT PLAN TEMPLATE

Montebello Unified School District



School Site Council Chairperson

Principal

Superintendent

**Montebello Unified School District
Improvement Plan**

School Site Leadership Team Members

School Site Leadership Team Members shall include:

- Teachers (Representation of each grade level or department – specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representative of support populations (Special Education, English Learners, and other support staff)
- Administration (Principal, Assistant Principal)

School Site Council:

- The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of the funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

School Site:	School Year:
Principal:	Date:

Name	Position

School Site Council Members

Name	Position

Dates of Meetings

School Site Leadership Team Meetings	School Site Council Meetings

District/English Learner Advisory Committee (D/ELAC) Members

English Learner Advisory Committee (ELAC)

- Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC).

District English Learner Advisory Committee (DELAC)

- Each LEA with 51 parents or more of English learners must establish a functioning District English Learner Advisory Committee (DELAC).

Name	Position

Date of Meetings

School Site/District	

**Montebello Unified School District
School Site Improvement Plan Template
District-wide Performance Indicators Checklist**

District-wide Performance Indicators measure the progress toward MUSD Goals. Prior to completing your School Improvement Plan reflect on the results of the appropriate District-wide Performance Indicators for your school site.

Goal 1:

District-wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan

Goal 2:

District-wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan

Goal 3:

District-wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan

Goal 4:

District-wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan

Goal 5:

District-wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan

Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

Areas of Strength	Why
Areas of Concern	Why

Action and Monitoring Plan for School Sites

Each school will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the MUSD student achievement goals.

MUSD GOAL	
DISTRICT-WIDE PERFORMANCE INDICATOR	
PRIORITIZED SCHOOL SITE SMART GOAL (Include 2 academic goals and one supplementary goal.)	
RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations.)	School-wide:
	Title I:
	Special Ed:
	EL:
DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)	
SCHOOL SITE PERFORMANCE INDICATORS AND DATA SOURCES	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source:	Data Source:

Action Steps for School Site

Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.

ACTION STEPS	TIMELINE	PERSON (S) RESPONSIBLE	MEASURES USED	RESOURCES (INCLUDING FINANCIAL)

Professional Development Plan

Each Action and Monitoring Plan requires a separate “Professional Development Plan”.

STRATEGY FOR SMART GOAL				
COMPONENTS	DESCRIPTION	RESPONSIBILITY	RESOURCES	TIMELINE
Theoretical Understanding (Big understanding)				
Demonstrations (Modeling)				
Practice and Feedback (Safe zone practice and feedback)				
On-the-Job Coaching (Support)				

Ongoing Evaluation

Monthly, the School Site Leadership Teams will meet to evaluate their progress toward their SMART goals by reflecting on their selected strategies and referring to their performance indicators. These evaluations will be discussed during staff, School Site Leadership Team meetings. An Ongoing Evaluation form should be completed for each evaluation.

Date: _____

STRATEGY	INDICATOR	MONTHLY REFLECTIONS & RECOMMENTATIONS (Refer to each strategies Action and Monitoring Plan)	NEXT STEPS
	<u>Adult Implementation Indicator</u> (% of teachers using strategy)	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action</u>	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Adult Implementation Indicator</u> (% of teachers using strategy)	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Adult Implementation Indicator</u> (% of teachers using strategy)	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u> (What are we modifying/maintaining?)	<ul style="list-style-type: none"> ○ Maintain ○ Modify

End-of-Year Reflections & Next Steps

Each year, school and department leadership teams reflect on their yearly progress as measured by adult action and student performance indicators and recommend further actions.

What worked well?	
What improvements are needed?	
What are our next steps?	

DATA TEAM RUBRICS
Instructional Data Team Rubric—Meeting Components

Step	Proficient	Exemplary All Proficient Criteria PLUS the Following:	Comments
Step 1—Collect and Chart Data	a) Data assembled in discussion format prior to start of meeting	a) Results are disaggregated according to specific subgroups present in the school	
	b) Results include number, percentage, and names of students at multiple performance levels (e.g., Goal, Proficient, Close to Proficient, Intervention)	b) All team members, including support personnel who may not be able to attend meeting, have results	
	c) Data is disaggregated by grade-level standard if multiple standards are included on the assessment in order to support specific analysis	c) Data is triangulated (multiple sources of data included that further illuminate students’ knowledge and skill in the area being examined)	
	d) Data is disaggregated by teacher		
	e) Data supports timely, specific, and relevant feedback to teachers and students to improve performance		
	f) Data includes student work samples from the assessment being reviewed		
Step 2—Analyze Strengths and Performance Errors or Misconceptions	a) The inferring of strengths and needs is based on a direct analysis of student work	a) Prioritized needs reflect areas that will have impact within multiple skill areas	
	b) Analysis includes comparison of student work samples to targeted “unwrapped” standards	b) Needs inferred for intervention group are categorized according to a hierarchy of prerequisite skills	
	c) Strengths and needs identified are within the direct influence of teachers		
	d) Team goes beyond labeling the need or the “what” to infer the “why” or root cause		
	e) Strengths and needs are identified for each "performance group" (i.e., strengths and needs for "Close to Proficient Students," for "Far to Go but Likely Students," etc.)		
	f) Needs are prioritized to reflect those areas that will have largest impact within subject areas (if three or more needs are identified; otherwise prioritization may be implied)		
Step 3—Goals	a) Establish, review, or revise a goal	a) Targeted needs have impact in multiple skill areas, e.g., “identifying supporting details”	
	b) Specific targeted subject area, grade level, and student	b) Intervention students have a goal related to prerequisite skills necessary for proficiency	
	c) Measurable area of need is established, and assessment to be used is identified		
	d) Achievable gains in student learning based on the consideration of current performance of all students		
	e) Relevant goal addresses needs of students and supports SIP time when the assessment will take place		
	f) Time established for when the administration of the		

Step	Proficient	Exemplary All Proficient Criteria PLUS the Following:	Comments
	assessment will take place		
Step	Proficient	Exemplary All Proficient Criteria PLUS the Following:	Comments
Step 4—Select Common Instructional Strategies	a) Strategies directly target the prioritized needs identified during the analysis	a) Strategies chosen will modify teachers’ instructional practice, which directly targets the prioritized needs identified during the analysis	
	b) Strategies chosen will modify teachers’ instructional practice	b) Strategies selected impact multiple skill areas	
	c) Strategies describe actions of the adults that change the thinking of students	c) Strategies include modeling of how selected strategies would be implemented	
	d) Team describes strategies for each performance group	d) Team anticipates/discusses acceptable, ongoing adaptations to strategy implementation (“if... then...”) <i>strong connection here to Results Indicators</i>	
	e) Team agrees on prioritized research-based strategies that will have greatest impact	e) Team evaluates their capacity to use the selected instructional strategy and identifies needed resources, etc.	
	f) Descriptions of strategies are specific enough to allow for replication (i.e., implementation, frequency, duration, resources)		
Step 5—Results Indicators	a) Results Indicators are created for each selected strategy	a) Establishes interim time frame to monitor the implementation of the strategy	
	b) Describes what the teacher will be doing if the strategy is being implemented	b) Clear and detailed descriptions that allow others to replicate the described practices	
	c) Describes what the students will be doing if the strategy is being implemented	c) Describes what the students will be doing if the strategy is being implemented	
	d) Describes the anticipated change in student performance if the strategy is having the desired impact on the prioritized need	d) Specific enough to allow teachers to predict student performance on next assessment	

Step 6—Monitoring Meeting	a) Teachers bring student work samples that provide evidence of strategy implementation	a) Multiple work samples are included that show the progression of strategy implementation over time	
	b) Teachers describe their implementation of the strategy including frequency, direct instruction/modeling, and feedback provided to students	b) Teachers observe colleagues in their use of the strategy and discuss observations during this meeting	
	c) Teachers examine the student work samples to determine the quality of strategy implementation	c) Teachers discuss other situations where the strategy may be used	
	d) Teachers examine the work samples to determine whether the strategy is having the desired impact (effectiveness)		
	e) Teachers support each other in the use of the strategy through specific dialog, modeling, planning, etc.		
	f) Teachers discuss the effectiveness of the strategy including whether to continue, modify, or stop the use of the selected strategies		

Step	Proficient	Exemplary All Proficient Criteria PLUS the Following:	Comments
Norms	a) Team develops norms	a) Agreed-upon norms are internalized	
	b) Team operates by developed norms	b) Team serves as a model for professional behavior	
	c) Team reviews norms before each meeting	c) Norms are reflected upon and modified as necessary	
	d) ONCE DEVELOPED—INSERT TEAM NORMS HERE FOR FEEDBACK		
Member Participation	a) Members openly reflect on own instructional practices	a) Members apply learned practices to classrooms and serve as models for other team members or teachers	
	b) Members share ideas, successes, and challenges	b) Members actively solicit ideas, successes, and challenges from each other	
	c) Members adhere to meeting time and purpose	c) Members assist other team members in adhering to stated time frames and purpose of meeting	
	d) Members bring student evidence and other required resources to meeting		

Instructional Data Team Rubric—Logistics, Communication, and Support Components

Step	Proficient	Exemplary All Proficient Criteria PLUS the Following:	Comments
Agenda	a) Follows the five steps of the Data Team process	a) Includes reminders of agreed-upon norms	
	b) Indicates targeted instructional area and standards	b) Includes reminders and descriptions of roles	
	c) Includes next meeting date	c) Includes reflections of current team status against goal as appropriate (results from previous assessment, pre-assessment, etc.)	
	d) Allocates time for each component of meeting		
	e) Focused entirely on collaborative analysis of student work		
	f) Items on agenda related to next steps		
Minutes	a) Accurate representation of meeting process	a) Available at the end of meeting	
	b) Includes list of members present	b) Record of collaboration, analysis, and strategies allows for replication of practices by professionals outside of the team	
	c) Indicates prioritized needs for team focus	c) Minutes include models for strategy use	
	d) Describes agreed-upon strategies	d) Includes list of supporting resources (websites, etc.)	
	e) Results Indicators reflect desired changes in student and teacher behaviors		
	f) Descriptions of strategies and Results Indicators are specific and allow team members to consistently implement agreed-upon actions		
	g) Available within 24 hours		
	h) Descriptive enough for leadership to be able to identify team needs and required supports		
	i) Minutes are taken during the meeting in order to capture group thinking (not recreated after the meeting)		
Schedule	a) Meetings are held weekly for a minimum of 40 minutes	a) Interim meetings are scheduled to collaborate on strategy implementation and make required adjustments (formal or informal)	
	b) Meetings are held within one week of availability of data		
	c) Meeting time is uninterrupted		
	d) Appropriate resource personnel are scheduled to meet with teams on a regular basis		

Step	Proficient	Exemplary All Proficient Criteria PLUS the Following:	Comments
Administrators	a) Clear time lines and responsibilities are delineated for resources/supports identified during Data Team meeting	a) Support is available to team immediately	
	b) Support is provided to team within identified timelines	b) Serves as a model for administrative support of Data Team process	
	c) Necessary supports are planned for during the school -wide Data Team meeting	c) Provides regular opportunities for team members to publicly share their successes during faculty meetings or other means	
	d) Knowledgeable, supportive, and respectful of the five-step Data Team process	d) Provides structures that allow teacher modeling and observation of successful practices	
	e) Promptly provides support that develops the team’s proficiency in the Data Team process	e) Administrator is present during meeting and leaves with clearly identified action steps to support team’s decisions	
	f) Models an inquiry-based approach (defined as facilitating the action-research-based learning of the faculty and linking student achievement results to adult variables rather than mandating specific practices)		
	g) Aware of team goals and identified, prioritized areas of need		
	h) Aware of instructional practices selected and provides feedback on the appropriateness of the strategies		
	i) Administrator is knowledgeable of Effective Teaching Strategies and provides the coaching and feedback necessary for successful implementation		
	j) Attends at least one Data Team meeting per month		

GUIDING QUESTIONS FOR THE DATA TEAMS CYCLE

Evidence Collection

- What format will be used to share data?
- Are the grade level, subject and outcomes specified?
- Are the data based on student achievement?
- Are groupings of students identified?

Analyze Evidence and Prioritize Needs

- Do the data tell us what we want to know?
- Are the results what we expected? Why or why not?
- Is there evidence of improvement?
- Are the results consistent with other data?

Establish Smart Goals

- What skills and concepts are priorities for students to be successful in the future?
- What goal is desired for each class in next curriculum unit?
- Are the outcomes, assessment and instruction aligned?
- Have previous goals been achieved?
- What will be the new SMART goals (if needed)?

Select Instructional Strategies

- What research-based teaching strategies will be used to enable students to achieve the outcomes?
- How can we effectively engage students to be active participants in their learning?
- How can we ensure quality instruction and that students have learned the targeted skills and concepts?
- What alternate strategies will be used if learning isn't happening?
- How will responsibilities be shared to ensure successful use of strategies?
- What additional support is available for teachers?

Determine Results Indicators

- What assessment evidence will inform our results?
- How can we monitor our use of strategies?
- Can we triangulate our data to get the information we need?

Monitor and Evaluate Results

- What impact is our work having?
- Have students improved?
- Are we meeting our goals?

DATA TEAMS SAMPLE MEETING PROTOCOL

(Adapted from *Houghton Mifflin Harcourt, Data Teams 3rd*, 2011)

Meeting Agenda

Date: _____

Present: _____

Facilitator: _____ Recorder: _____

Agenda:

1. Introduction: (5 minutes)
 - Welcome
 - Review of norms
 - Review of last meeting

2. Data Teams Cycle (round the table): (60 minutes)
 - Collect and Chart Data (5 minutes)
 - Analyze Data and Prioritize Needs (10-15 minutes)
 - Establish Smart Goals (2-3 minutes)
 - Discuss Common Instructional Strategies (15 minutes)
 - Determine Results Indicators (10 minutes)
 - Plan to Monitor and Evaluate (5 minutes)

3. Plan for next meeting; (10 minutes)

4. Additional questions and concerns: (5 minutes)

DATA TEAMS STRUCTURE

Various configurations are possible for the structure of a Data Team. A district priority is to support sites in setting aside time for regularly scheduled Data Team meetings. In some schools biweekly meetings with an early dismissal may work. Other schools may require ½ day bimonthly meetings for Data Teams. Some of the benefits and challenges to the Data Team group configurations are summarized in this table:

Configuration	Benefits	Challenges
Vertical groupings within one school OR Whole School (ex. all K-3 teachers in one school)	<ul style="list-style-type: none"> • Everyone in the same building makes it easier to communicate on a daily basis • The background of most of the students, especially in small schools, is already known • The background of most of the students, especially in small schools, is already known • Teachers will have established relationships with family members 	<ul style="list-style-type: none"> • No one has the same grade and subjects • Makes it hard to compare data • Few options for selecting common goals (ex. math problem solving, writing across the curriculum, technological integration)
Horizontal groupings within one school (ex. all Grade 4 teachers in one school)	<ul style="list-style-type: none"> • Everyone has the same curricula • Easy to communicate on a daily basis • Can work on goals specific to that school • Easy to use common assessments • Know the background of most of the students especially in small schools 	<ul style="list-style-type: none"> • Doesn't address the problem of subject specialization in high schools
Horizontal groupings across several schools (ex. Grade 4 teachers from several schools, Biology teachers from several schools)	<ul style="list-style-type: none"> • Everyone has the same curriculum and outcomes • Easy to use common assessments • Good opportunity to use distance education methods and tools 	<ul style="list-style-type: none"> • Different schools have different goals and needs • Don't know the students or culture in the other schools • Difficult to communicate on a daily basis • Challenges of distance in rural areas • Technological solutions for meeting are not possible in some schools

PROCESS FOR ESTABLISHING NORMS

The following process can be adapted as needed.

1. Before the meeting, post the sample norms on chart paper around the room.

Sample Norms: We agree to...

- Meet only when there is a meaningful agenda
- Start and end on time
- Allow everyone the opportunity to contribute an agenda item
- Post the agenda before the meeting
- Avoid interrupting others when they are speaking
- Express disagreement with ideas, not individuals
- Have healthy refreshments
- Periodically vary the facilitator and recorder roles
- Differentiate between brainstorming and discussion
- Address only school-wide issues

2. Prominently display six posters in the meeting room with these headings and questions:

Time

- When do we meet?
- Will we set a beginning and end time?
- Will we start and end on time?

Participation

- How will we encourage everyone's participation?
- Will we have an attendance policy?
- How will we keep those who miss a meeting informed?

Confidentiality

- Will the meetings be open?
- Will what we say in the meeting be held in confidence?
- What can be said at the meeting?

Expectations

- What do we expect from members?
- Are there requirements for participation?

Listening

- How will we encourage listening?
- How will we discourage interrupting?

Decision-making

- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

3. Indicate how the Data Team can be most effective when a set of norms is established to govern behaviour and meeting expectations.
4. Ask the team to walk around the room and read some of the sample norms (if they haven't already done so).
5. Recommend to the team to establish a set of norms so that all members are included, productivity is maximized and goals are more easily achieved.
6. Give each group member a pad of sticky notes. Ask them to reflect on what they consider to be ideal group behaviours and write one idea on each sticky note. Place the notes on the six posters around the room without discussion
7. In turn, read the notes on each of the six posters. Ask the participants to group similar ideas.
8. Divide the participants into pairs and have each pair create a norm for each group of similar ideas for each of the six posters. Depending on the size of the group, some pairs might have to write the norms for several posters.
9. Determine whether the group can support the norms before the group adopts them. This can be done with a "thumbs up/down" voting system.
10. As agreements are made to abide by each norm, these are recorded.
11. After the meeting, the norms should be distributed to all of the group members.
12. The facilitator should review the norms at the beginning of each meeting.

DATA TEAM PREPARATION NOTES

The following is a sample of preparation requirements for a Data Team meeting using the Data Team cycle

- Prepare pre-Assessment results

Teacher	Number of Students	Number Proficient <u>OR</u> Above (level 3 & 4)	Names	Number Adequate (level 2)	Names	Number Limited (level 1) Intervention	Names

- Bring a list of students and performance data on selected skills
- Bring copies of class graph of skills assessed (percent at each level)
- List of strategies I have tried
- List of other strategies I know about

DATA TEAMS - COMMON FORMATIVE ASSESSMENTS

At times, Data Teams will need to create common formative assessments for their own unique purposes.

The following is a process useful for creating common assessments in many subject areas.

1. Determine which indicators are essential for each outcome and state these indicators in student-friendly language.
2. Determine the essential questions that students must answer to demonstrate that they've learned what is most important in the outcome.
3. Create a Table of Specifications that is built around four levels of achievement:
Level 4 – Exemplary/Advanced – indicates an **insightful understanding** of the grade level outcomes. Students at this level **can apply and transfer knowledge** to novel situations.
Level 3 – Proficient – indicates a **well-developed understanding** of the grade level outcome. Students at this level are competent with the skills and knowledge identified in the outcome and are **on par with curriculum expectations**. Indicators that show the higher levels of thinking skills often define this level: analyzing, applying, evaluating and creating.
Level 2 – Adequate/Close to Proficient - indicates a **basic understanding**. Students at this level demonstrate **inconsistent understanding** of the stated outcomes. Indicators that show knowing and understanding, but not higher level thinking skills, often define this level.
Level 1 – Limited/Far from Proficient- indicates **partial understanding**. Students at this level have **limited success** with the stated outcome even **with support**. The students at this level will require intervention. Students who can show nothing beyond prior knowledge are scored at this level.
4. Collect assessment items from a variety of sources. Assessment items should be presented in the form (supply response, select response, performance-based) that fit the demands of the indicators being assessed.
5. Select or create parallel assessment items for both pre- and post-assessments that match the criteria in the Table of Specifications.
6. Construct the assessments and include the teacher answer key and/or scoring rubric.
7. Review the assessments using this checklist and adjust as necessary.

MENU OF ASSESSMENT & EVALUATION OPTIONS

MODE TO SHOW EVIDENCE OF LEARNING	ASSESSMENT STRATEGIES To show understanding of SLOs Means by which teacher assesses student progress	ASSESSMENT SOURCES Teacher uses to record info gathered
<p>Personal Communication Conversations (What students say)</p>	<p>Discussions</p> <ul style="list-style-type: none"> • Individual, small group or class • Debate <p>Oral Q & A Interview or Conference</p> <ul style="list-style-type: none"> • Oral Defense, exam, presentation • Seminar <p>Think alouds Retell</p>	<p>Anecdotal record – ongoing written observations about students’ performance or work samples, collected over time</p> <p>Anchors – student work samples that correspond to the performance levels set out in a rubric</p> <p>Exemplars – samples within the anchor set that represent the expected standard of quality</p>
<p>Performance Observation (What students do to demonstrate skills, develop products)</p>	<p>Demonstrations Investigation</p> <ul style="list-style-type: none"> • Labs, experiments • Searches • Studies • Inquiry project <p>Media product/project Simulation Learning Centers Presentation</p> <ul style="list-style-type: none"> • Oral • Visual <p>Role Play Recital Design Project Models Exhibits</p>	<p>Answer key – shows acceptable answers. Most suited to supply response items.</p> <p>Checklist – a list of specific skills to be demonstrated during a performance task or attributes required in a product</p> <p>Criteria – the standards by which something may be judged or valued. What counts. May be set with or without student involvement. Involving students increases their understanding of what is expected & builds buy in. Are used for assignments, projects & performances (not for everything we do).</p>
<p>Products (What students create)</p>	<p>Select Response Fill in blank Matching Multiple choice Quiz, test, exam</p> <p>Supply Response Compositions Computer blog, wiki, Google doc Demo Entrance/exit slips Exhibits Experiment/searches Graphic/visual organizer - mind, concept map - word, idea web Investigation/lab/learning centres/studies Models Organizers Paragraphs, narratives, essay Presentations/recitals Projects Research report Response journal/learning log Review Seminars Short answer Simulation Stations Summary, write ups Survey Written responses—editorial, defense essay</p>	<p>Developmental continuum – a detailed chart that identifies typical stages of skill acquisition and the observable indicators associated with each stage</p> <p>Frequency scale – a scale used to measure how frequently a desired behaviour or attribute occurs</p> <p>Rating scale – a scale that assigns a numerical value to one or more assessment criteria</p> <p>Rubric – a set of criteria and performance indicators arranged according to expected levels of performance Holistic Analytic</p> <p>Running record – a form of anecdotal record most often used to record reading performance</p> <p>Samples – show levels of proficiency</p> <p>Scoring guide – a precise explanation of how grades are awarded for specific questions on a test or for specific performance indicators on a product</p>

**A Framework for Conducting
Monthly Meetings with Data Teams and Data Team Leaders**
“Host the Conversation and Invite Inquiry”

Purpose: The following questions are designed to guide school administrators and Data Teams as they collectively reflect on how student-learning results are informing improved teaching and leadership practices.

Note: This question may lead to a quick review in which everyone has the opportunity to share his or her learning.

- What have you learned about your instructional practices and students’ mastery of the concepts and skills on the standards since last we met?

Administrators’ Inquiry with Data Teams and/or Data Team Leaders:

Note: These questions may be used in a meeting with all Data Team leaders or they may also be used as administrators meet with members of specific Data Teams.

- On which student learning goals/standards are you currently focusing?
- To what extent are students meeting the desired learning expectations? Are you charting your results?
- How are you implementing the components of the formative process as you guide your students in their learning?
 - How are students involved in generating the learning criteria?
 - How are students provided opportunities to engage with one another in peer-to-peer feedback? What guidelines and documents are used to support peer feedback?
 - How and when do teachers supply feedback to students? How do students use this feedback to revise their work?
 - How are students engaged in teaching one another?
 - How are students involved in meta-cognitive reflection?
 - How are students shaping and sharing their learning goals and what do their plans-of-action involve?
 - How are students provided with multiple opportunities for success?
 - How do you use evidence of student learning to differentiate instruction?
- What are the possible cause/effect relationships between your instructional practices and your students’ assessment results (evidence of student learning)?
- What did you learn about your own practices and what adjustments will you make?
- What can I (administration) do to give you the support needed to improve learning?

Developing Open Dialogue:

Pausing: Pausing before responding or asking a question allows time for thinking, elaboration and framing your own thoughts and responses to enhance dialogue, discussion and decision-making within the group.

Paraphrasing: Signals listening, and helps one understand and support others' thoughts by clarifying, organizing and extending their thinking. Using a paraphrase starter that is comfortable for you—"So..." or "As you are..." or "You're thinking..." and following the starter with a paraphrase assists members of the group to hear in order to understand, find meaning, and find agreement as they formulate decisions.

Probing: Ask questions that clarify vague language, explore details and generate examples. Using gentle open-ended probes or inquiries such as, "Please say more..." or "I'm curious about..." or "I'd like to hear more about..." or "Then, are you saying...?" increase the clarity and precision of the group's thinking.

Putting ideas out to be examined: Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea..." or "One thought I have is..." or "Here is a possible approach...". In dialogue, one submits one's best thinking, to be examined knowing that other people's reflections will help improve it rather than destroy it.

Paying attention to self and others: Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what s/he is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming positive intentions: Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

Pursuing balance between advocacy and inquiry: Pursuing and maintaining a balance between advocating a position and inquiring about one's own and other's positions enhances the group's development in becoming a community of learners.

Developing a Community of Learners

Perpetuating continuous learning: Learning is meaning making, constantly testing out, refining, and getting feedback on the improvements in one's own efforts as well as in the collective efforts of the group. Moreover, joining your thinking and feeling into a shared pool of meaning which continually flows and evolves and carries the group into new, deeper levels of understanding that no one individual could have foreseen is the ultimate goal of working together collaboratively.

Practicing assessment literacy: Examining student performance data and results, and making critical sense of it. Acting on this collective understanding by developing classroom improvement plans (setting goals, identifying and implementing strategies, describing desired results, and monitoring improvement efforts) in order to make the kinds of changes needed to increase student achievement in targeted areas.

Paying attention to the connections between teachers' development and students' development: Teacher development and student development are closely intertwined. In other words, the value of teacher development and teacher collaboration must ultimately be judged by whether these changes make teachers better for their students in ways that teachers themselves can see.



Sample: Arkansas Principal Evaluation System Rubric

Self-Assessment

Superintendent Initial Assessment

Formative Assessment

Summative Assessment

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

Functions	Exemplary (Includes Proficient)	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission	<i>The leader...</i> Involves all staff and other appropriate stakeholders in a bi-annual revision as necessary of the vision of learning.	<i>The leader...</i> Involves all staff and other appropriate stakeholders in development and implementation of a vision of learning.	<i>The leader...</i> Involves only staff in development and implementation of a vision of learning.	<i>The leader...</i> Allows no opportunity for staff involvement in development and implementation of a vision of learning.
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	<i>The leader...</i> Collects and analyzes data continuously with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning.	<i>The leader...</i> Collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. Utilizes data to modify organizational practices and procedures to accomplish the vision of learning.	<i>The leader...</i> Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning.	<i>The leader...</i> Collects but fails to analyze data for determining the organization's effectiveness in accomplishing the vision of learning.

<p>1 C. Create and implement plans to achieve goals</p>	<p><i>The leader...</i> Communicates school-wide goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders.</p>	<p><i>The leader...</i> Collaborates with all appropriate stakeholders to establish a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning.</p> <p>Ensures that improvement plans are implemented with fidelity.</p>	<p><i>The leader...</i> Establishes a school improvement plan which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning.</p>	<p><i>The leader...</i> Establishes a school improvement plan which focuses on the vision of learning but has goals that are neither measurable nor specific.</p>
<p>1 D. Promote continuous and sustainable improvement</p>	<p><i>The leader...</i> Advocates at district and state levels for fiscal, human, and technological resources to accomplish the vision of learning.</p> <p>Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and resource allocation.</p>	<p><i>The leader...</i> Facilitates a systematic and ongoing process of monitoring the school's progress in achieving the vision of learning inherent in the school improvement plan.</p> <p>Facilitates making appropriate adjustments suggested by data to accomplish the vision of learning.</p> <p>Provides school improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating successes.</p>	<p><i>The leader...</i> Establishes a process to monitor school's progress in achieving the vision of learning.</p>	<p><i>The leader...</i> Does not establish a process for monitoring school's progress in achieving the vision of learning.</p>
<p>1 E. Monitor and evaluate progress and revise plans</p>	<p><i>The leader...</i> Actively participates in specific team, grade level, or departmental meetings to monitor effectiveness of the school improvement plan and to facilitate revisions.</p>	<p><i>The leader...</i> Facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections.</p> <p>Utilizes classroom observations to ensure that instructional priorities of the school improvement plan are being implemented with fidelity.</p>	<p><i>The leader...</i> Annually monitors priorities, goals, and actions of the school improvement plan but does not facilitate adequate mid-course corrections.</p>	<p><i>The leader...</i> Fails to monitor or revise effectiveness of the school improvement plan.</p>

For more information on additional standards for principal evaluation see Arkansas Department of Education: Principal Evaluation

Sample Teacher Rubric

Massachusetts Department of Elementary and Secondary Education

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Teacher Rubric.

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive

evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Curriculum Support	B. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the “Teaching All Students” Standard(II), the” Instruction Indicator” (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator(A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

For additional Indicators see <http://www.doe.mass.edu/eval/model/>

California Professional Standards for Educational Leaders (CPSELs)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1 Develop a shared vision
- 1.2 Plan and implement activities around the vision
- 1.3 Allocate resource to support the vision

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Develop school culture and ensure equity
- 2.2 Guide the instructional program
- 2.3 Guide professional growth of staff
- 2.4 Create and utilize accountability systems

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Ensure a safe school environment
- 3.2 Create an infrastructure to support an effective learning environment
- 3.3 Manage the school learning-support system
- 3.4 Monitor and evaluate the program and staff

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate to incorporate the perspective of families and community members
- 4.2 Establish and manage linkage between the site and the larger community context
- 4.3 Engage and coordinate support from agencies outside the school

Standard 5: Modeling a personal code of ethics and developing professional leadership capacity.

- 5.1 Maintain ethical standards of professionalism
- 5.2 Guide sound courses of action using pertinent, state-of-the-art methods
- 5.3 Model reflective practice and continuous growth
- 5.4 Sustain professional commitment and effort

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Engage with the policy environment to support school success
- 6.2 Interact with stakeholders
- 6.3 Incorporate input from the public

SIX ITEM TYPES

- Selected Response
- Constructed Response
- Extended Response
- Performance Tasks
- Technology-Enabled
- Technology-Enhanced

Selected Response

Single Response – Multiple Choice

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author’s main claim?

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.

Selected Response

Multiple Correct Options

Which of the following statements is a property of a rectangle? Select all that apply.

- Contains three sides
- Contains four sides
- Contains eight sides
- Contains two sets of parallel lines
- Contains at least one interior angle that is acute
- Contains at least one interior angle that is obtuse
- All interior angles are right angles
- All sides have the same length
- All sides are of different length

Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School?

Students in Third-Grade	
Class	Number of Students
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

Show or explain how you found your answer.

Constructed Response

Extended Response

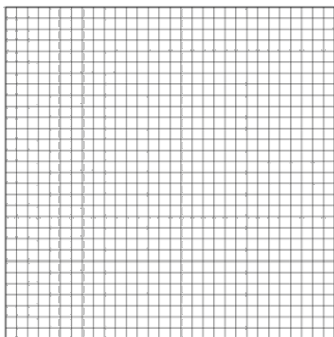
Ms. McCrary wants to make a rabbit pen in a section of her lawn.

Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

- Draw 3 **different** rectangles that can each represent Ms. McCrary’s rabbit pen. Be sure to use all 24 feet of fence material for each pen.
- Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 2:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 3:

Length: (feet, square feet)

Width: (feet, square feet)

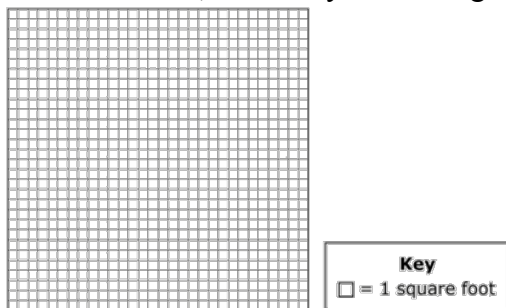
Area: (feet, square feet)

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length: (feet, square feet)

Width: (feet, square feet)
Area: (feet, square feet)

Performance Task

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

- (short story)
- (article 1)
- (video)
- (research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in “The Fun They Had” and the “Virtual High School Interview” video. Use details from the story and the video to support your answer.
2. What do the statistics from “Keeping Pace with K–12 Online Learning” suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the “Virtual High School Interview” video and the article “Virtual Schools. Not for Everyone” differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Technology-Enabled

Selected or Constructed Responses that include Multimedia

Brianna is running for class president. She needs to give a speech to the 4th grade class. Listen to the draft of her speech and then answer the questions that follow.

(Test-takers listen to an audio version of the following speech.)

“Hi, My name is Brianna. I am running for class president, and I hope you will vote for me. You know many of my friends said they would. I am involved in many activities, including track and theater. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year. Also, we can donate a portion of the money to a charity of our choice. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”

This speech needs to be revised before the student presents it.

Which sentence should be omitted to improve the speech.

- A. I am running for class president, and I hope you will vote for me.
- B. You know many of my friends said they would.
- C. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year.
- D. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”

Technology-Enhanced

Collects Evidence through a Non-Traditional Response

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship. Read the poem and answer the question that follows.

Remember

by Christina Rossetti

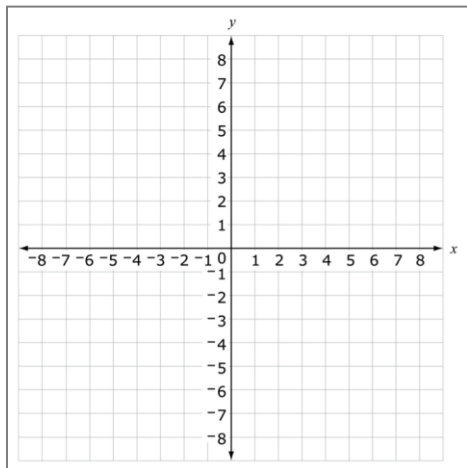
*Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day 5
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve: 10
For if the darkness and corruption leave
A vestige* of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.*

In the sonnet “Remember,” which two lines reveals a change in the speaker’s message to her subject?

Technology-Enhanced

Collects Evidence through a Non-Traditional Response

The value of y is proportional the value of x . The constant of proportionality for this relationship is 1. On the grid below, graph this proportional relationship.



Sample Unit Planning Organizer: Model for Consistency

Subject	
Grade	
Topic for Unit of Study	
Length of Unit (Include days and minutes per day)	
Overview of Unit	

Priority Common Core State Standards <i>(Include at least one writing standard)</i>	
Supporting Standards	Reading Foundation Standards K-5
	<i>Insert link</i>
	ELD Standards K-6
	<i>Insert link</i>

"Unwrapped" Concepts (Students need to know)	"Unwrapped" Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK

Essential Questions	Corresponding Big Ideas
Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
Resources for Vocabulary Development (Include at least one resource for English Learner)	

SMARTER Balance Assessment Correlation	
Unit Assessments	
Pre-Assessment	Post-Assessment
Scoring Guides and Answer Keys	

Overview of the Engaging Scenario		
Describe the Engaging Scenario for this unit of study: (situation, challenge, role, audience, product or performance)		Suggested Length of Time (Include days and minutes per day)
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
Task 1:		
Task 2:		
Task 3:		
Task 4:		

PERFORMANCE TASK# _____
 (Complete this form for EACH Performance Task, generally four per unit)

Title of Authentic Performance Task 1:		Length:	
Standards Addressed in Authentic Performance Task 1	Priority Standards		
	Supporting Standards		
Reading Foundational Standards K-5 (Embed Link to All RF Standards or List Specific RF Standards <i>if Necessary</i>)			
Detailed Description of Authentic Performance Task 1	<ul style="list-style-type: none"> <i>Description needs to provide enough detail for teachers who have not been part of the curriculum process to understand the performance task– not scripted</i> <i>Connection to the standards must be clear</i> <i>Bullet items or number steps in the task for ease of access</i> 	Bloom's Taxonomy Levels	Webb's DOK
Link Lesson Plan Template (To be completed by teacher)			
Rubric for Authentic Performance Task 1 (Insert Link to Document)			

Response to Instruction and Intervention			
Instructional Strategies	Differentiated Strategies for Intervention (Including Strategies for EL)	Differentiation Strategies for Enrichment	Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)
<ul style="list-style-type: none"> • Provide link to connect a strategy to a description • Briefly describe the strategy's connection to the specific performance task, embed activity 			
Interdisciplinary Connections			

ENGAGING SCENARIO

Description of Engaging Scenario	Length:
<p><i>Describe the Engaging Scenario for this unit of study: (situation, challenge, role, audience, product or performance)</i></p>	
Rubric for Engaging Scenario	

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)	
Suggestions for Improvement	Student Response



Montebello Unified School District
REQUEST FOR ATTENDANCE AT A CONFERENCE

All requests *must* be submitted at least *one month prior* to the date(s) of attendance.

Name: _____ Date: _____
(Payroll Name)

School/Site: _____ Position: _____

Name of Conference(no initials): _____

Location (city): _____ Date(s) of Conference: _____

Sponsoring Organization(attach flyer): _____

Conference Background:

RATIONALE:

How will your attendance support MUSD's goals and performance indicators?

What district initiative does this address?

EXPECTED OUTCOME:

What are the outcomes that will be achieved?

Describe the structure of how the learning/implementation will take place.

EVALUATION PROCEDURE:

What evidence/data will you have to ensure you are progressing toward meeting your

How will this activity be monitored and supported to ensure success?

OUT -OF-STATE CONFERENCE *(Pre-approval of Div. Hds. **REQUIRED**; see BP #4146, AR #2246.7/4146.7 for details)

NOTE: Travel Conference Claim Forms are to be submitted within **15 days.**

Request for Conference , page 2



PROPOSED EXPENSE BUDGET (per Board Policy #4146.7)	FUNDING SOURCE(S)																																																						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; border-bottom: 1px solid black;">▶ Registration.....</td> <td style="width: 20%; text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td colspan="2" style="padding-top: 5px;">Requisition # _____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">▶ Lodging.....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td colspan="2" style="padding-top: 5px;">Requisition # _____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">▶ Meals.....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td colspan="2" style="padding-top: 5px;">▶ Transportation</td> </tr> <tr> <td style="padding-left: 20px; border-bottom: 1px solid black;">Airfare.....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td style="padding-left: 20px; border-bottom: 1px solid black;">Car Rental/Shuttle.....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td style="padding-left: 20px; border-bottom: 1px solid black;">Mileage.....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td style="border-bottom: 1px solid black;">▶ Other (e.g. parking).....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> <tr> <td style="text-align: right; border-bottom: 1px solid black;">TOTAL.....</td> <td style="text-align: right; border-bottom: 1px solid black;">\$</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">An amended request is necessary if actual cost exceed 10%.</p>	▶ Registration.....	\$	Requisition # _____		▶ Lodging.....	\$	Requisition # _____		▶ Meals.....	\$	▶ Transportation		Airfare.....	\$	Car Rental/Shuttle.....	\$	Mileage.....	\$	▶ Other (e.g. parking).....	\$	TOTAL.....	\$	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-bottom: 1px solid black;">Program Name</td> <td style="width: 40%; border-bottom: 1px solid black;">Access #</td> </tr> <tr> <td style="border-bottom: 1px solid black;"> </td> <td style="border-bottom: 1px solid black;"> </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: black; color: white; padding: 2px;">CATEGORICAL FUNDING ONLY</td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p style="color: blue; margin: 0;">I certify that the above expenditures are related to services</p> <p style="font-size: small; margin: 0;"><i>or materials authorized by the regulations or statutes of the above funding source(s).</i></p> </td> </tr> <tr> <td colspan="2" style="padding: 5px;">School Plan Reference:</td> </tr> <tr> <td style="padding: 5px;">SPFSA Section # _____</td> <td style="padding: 5px;">Page(s) # _____</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Intervention # _____</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Area _____</td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: black; color: white; padding: 2px;">SIGNATURE AUTHORIZATION</td> </tr> <tr> <td colspan="2" style="padding: 5px;">*</td> </tr> <tr> <td style="padding: 5px;">Signature of Applicant</td> <td style="padding: 5px;">Date</td> </tr> <tr> <td style="padding: 5px;">Principal or Site Designee</td> <td style="padding: 5px;">Date</td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #cccccc; padding: 2px;"><i>FOR DISTRICT OFFICE USE ONLY</i></td> </tr> <tr> <td style="padding: 5px;">Director/Dept. Designee</td> <td style="padding: 5px;">Date</td> </tr> <tr> <td colspan="2" style="padding: 5px;">*Pre-Approval by Div. Heads (Out-of-State)</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Date</td> </tr> </table>	Program Name	Access #			CATEGORICAL FUNDING ONLY		<p style="color: blue; margin: 0;">I certify that the above expenditures are related to services</p> <p style="font-size: small; margin: 0;"><i>or materials authorized by the regulations or statutes of the above funding source(s).</i></p>		School Plan Reference:		SPFSA Section # _____	Page(s) # _____	Intervention # _____		Area _____		SIGNATURE AUTHORIZATION		*		Signature of Applicant	Date	Principal or Site Designee	Date	<i>FOR DISTRICT OFFICE USE ONLY</i>		Director/Dept. Designee	Date	*Pre-Approval by Div. Heads (Out-of-State)		Date	
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<p>▶ Advance Requested: No</p> <p style="font-size: small;">Allowable Advance: Registration and 1st night lodging only. Exceptions require a formal statement of request with authorization of Department AND Division Head.</p> <p style="text-align: right; margin-right: 50px;">AMOUNT \$</p> <p style="color: blue; margin-top: 5px;">If YES, attach Revolving Cash Voucher</p>																																																							
▶ Substitute Needed: No																																																							

**Montebello Unified School District
REQUEST FOR OUTSIDE CONSULTANT SERVICE**

Submitting
Dept./Div _____

All requests *must* be submitted at least *one month prior* to the date(s) of service.

Consultant cannot begin work until fingerprints have been cleared and approved by BOE. Invoices cannot be processed until BOE meeting minutes are approved.

Name: _____ **Site:** _____ **Date of request:** _____
(check will be made payable to person or organization named above)

Address: _____

Phone: _____ **Fax:** _____ **SS# or IRS:** _____

Email Address: _____

Sponsoring Organization(attach flyer): _____

Use same wording for Board Item and Invoice

Service to be Performed: _____

Target Audience: _____ **Location:** _____

Date(s) of Service: _____

Professional Association: _____

Area of Expertise: _____

a. **SPECIFIC meeting title and/or service:** _____

RATIONALE:

How will your attendance support MUSD's goals and performance indicators?

What district initiative does this address?

EXPECTED OUTCOME:

What are the outcomes that will be achieved?

Describe the structure of how the learning/implementation will take place.

EVALUATION PROCEDURE:

What evidence/data will you have to ensure you are progressing toward meeting your

How will this activity be monitored and supported to ensure success?

Categorical School Plan Reference: _____
(SWP Intervention with page(s) #)



Fingerprinting Requirement:

In accordance with Education Code §45125 requirements, the Contractor must comply with background check requirements including fingerprinting. Exemptions can only be determined by the Assistant Superintendent of Human Resources.

A Request for Fingerprinting form must be attached. **Human Resources will contact the department with the date of clearance.**

CONSULTANT FEE – Must match board item	FUNDING SOURCES																				
<p>A. * FEE \$ _____</p> <p>(check one) <input type="checkbox"/> per day <input type="checkbox"/> per hour <input type="checkbox"/> other</p> <p>(check one) <input type="checkbox"/> above total includes expenses <input type="checkbox"/> plus expenses (<i>attach details</i>) <i>Not to Exceed</i> \$ _____</p> <p>B. TOTAL NOT TO EXCEED (<i>if applicable</i>) \$ _____</p> <p><i>*If \$1,000/day or more, Division Heads Approval is REQUIRED.</i></p>	<p style="text-align: center;">CONTROL # _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 70%; text-align: left;">Program Name (for board Item)</th> <th style="width: 30%; text-align: left;">Access #</th> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table> <hr/> <p style="text-align: center;">SIGNATURE AUTHORIZATION</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: center;">_____</td> <td style="width: 30%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><i>Principal / Admin / Site Designee</i></td> <td style="text-align: center;"><i>Date</i></td> </tr> </table> <hr/> <p style="text-align: center;">FOR DISTRICT OFFICE USE ONLY</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: center;">_____</td> <td style="width: 30%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><i>Admin. / Dept. Designee</i></td> <td style="text-align: center;"><i>Date</i></td> </tr> </table> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: center;">_____</td> <td style="width: 30%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><i>*Division Head Approval (\$1,000/day+)</i></td> <td style="text-align: center;"><i>Date</i></td> </tr> </table>	Program Name (for board Item)	Access #	_____	_____	_____	_____	_____	_____	_____	_____	<i>Principal / Admin / Site Designee</i>	<i>Date</i>	_____	_____	<i>Admin. / Dept. Designee</i>	<i>Date</i>	_____	_____	<i>*Division Head Approval (\$1,000/day+)</i>	<i>Date</i>
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_____	_____																				
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<p>NOTE: Depending on the funding sources, please forward to the appropriate office for processing.</p>																					

Montebello Unified School District

REQUEST FOR STAFF DEVELOPMENT

Please check one: Meeting Workshop/Inservice

Date: _____ School/Site: _____

Contact Person: _____

Title of Activity: _____
(please use wording as it will appear on Board Item)

Date(s): _____ Location: _____

MEETING / WORKSHOP BACKGROUND:

RATIONALE:

How will the outcome of this activity/event support MUSD's goals and performance indicators?

What district initiative does this address?

EXPECTED OUTCOME:

What are the outcomes that will be achieved?

Describe the structure of how the learning/implementation will take place.

EVALUATION PROCEDURE:

What evidence/data will you have to ensure you are progressing toward meeting your expected outcome?

How will this activity be monitored and supported to ensure success?

ADDITIONAL COMMENTS:



SUMMARY OF PROPOSED EXPENSES				
<p>Compensated MUSD Staff:</p> <p><i>Certificated Personnel</i></p> <p>Presenter(s) _____ @ \$ _____ for _____ hr(s) / day(s)</p> <p>Presenter(s) _____ @ \$ _____ for _____ hr(s) / day(s)</p> <p>Participant(s) _____ @ \$ _____ for _____ hr(s) / day(s)</p> <p>Participant(s) _____ @ \$ _____ for _____ hr(s) / day(s)</p> <p>Participant(s) _____ @ \$ _____ for _____ hr(s) / day(s)</p> <p><i>Classified Personnel</i></p> <p>Classified _____ @ hrly rate \$ _____ for _____ hr(s) / day(s)</p>	<p>TOTALS</p> <p>\$ _____</p> <p>\$ _____</p> <p>\$ _____</p> <p>\$ _____</p> <p>\$ _____</p> <p>\$ _____</p>			
<p>Non-Compensated Attendees: <i>(list number of persons per category)</i></p> <table style="width:100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <p>ADMINISTRATIVE MANAGEMENT PERSONNEL : _____ <i>(Div. Heads, Bd. Members, Principals, Directors)</i></p> </td> <td style="width: 33%; border: none;"> <p>BOARD REPRESENTATIVE(S) : Student(s) _____ Parent(s) _____ Community Member(s) _____</p> </td> <td style="width: 33%; border: none;"> <p>ON-TRACK EMPLOYEE(S) : Certificated _____ Classified _____</p> </td> </tr> </table>	<p>ADMINISTRATIVE MANAGEMENT PERSONNEL : _____ <i>(Div. Heads, Bd. Members, Principals, Directors)</i></p>	<p>BOARD REPRESENTATIVE(S) : Student(s) _____ Parent(s) _____ Community Member(s) _____</p>	<p>ON-TRACK EMPLOYEE(S) : Certificated _____ Classified _____</p>	
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<p>Food Arrangements:</p> <p>Restaurant/Caterer Name _____</p> <p>Cost per person \$ _____ X _____ # persons</p> <p>Program Name _____ Access # _____</p>	<p>\$ _____</p> <p>\$ _____</p>			
TOTAL EXPENSES				
SIGNATURE AUTHORIZATION	CATEGORICAL FUNDING ONLY			
<p>_____ <i>Principal / Site Designee / Dept. Designee</i> <i>Date</i></p> <p>_____ <i>Director / Dept. Designee</i> <i>Date</i></p>	<p><i>I certify that the expenditures are related to services or Materials authorized by the regulations or statutes of the Funding source(s).</i></p> <p>SPFSA Reference: Section # _____ Intervention # _____ Intensive _____ Page(s) # _____</p>			

LIST OF COMPENSATED PERSONNEL
(If necessary, provide relevant non-compensated personnel data.)

Presenter(s) :

Payroll Name <i>(indicate if off track with *)</i>	Title	School/ Site	Program Name	Access Number
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Participant(s) :

Payroll Name <i>(indicate if off-track with *)</i>	Rate of Pay	School/ Site	Program Name	Access Number
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PROFESSIONAL LEARNING EVALUATION

Name (Optional) _____

1. What are two things that you learned as a result of this session?

2. What can you implement immediately as a result of this session?

3. What questions do you still have?

4. What would have helped you learn more effectively/efficiently?

5. What follow-up would you like?

6. What else would you like us to know?

Please turn in at the end of the workshop. Thank you!

School: _____

Professional Learning Activity: _____

Date: _____

3 – 2 – 1 FEEDBACK

3 things you learned today:

2 questions you have

1 new idea that you had today

STAR Awards Nominating Form

Completed by: _____ Date: _____

- _____ Classified or Certified Staff of the Year
- _____ Strategic Improvement Plan SMART Goal Award
(Nomination by Division Administrator)
- _____ District Achievement Award
(Nomination by the Division of Accountability and
Compliance)

SMART Goal Attained:

Performance Indicator:

Justification:

Additional Criteria Considered: