

1. Is the school's **mission and vision** for student success widely known and shared by stakeholders?

Rubric

Not Yet Begun	Beginning Implementation	Beyond Initial Implementation	Deeply Embedded
0	1	2	3
<p>Few stakeholders are aware of the school's mission and vision for student success.</p> <p>Minimal communication or dissemination of the mission and vision to stakeholders.</p> <p>Lack of engagement or understanding among stakeholders about the school's goals for student success.</p>	<p>Some stakeholders have a basic understanding of the school's mission and vision for student success.</p> <p>Limited efforts have been made to communicate the mission and vision, but gaps in awareness remain.</p> <p>There is room for improvement in ensuring that a larger portion of stakeholders are informed.</p>	<p>The majority of stakeholders are aware of and have a clear understanding of the school's mission and vision for student success.</p> <p>Efforts have been made to actively share and reinforce the mission and vision with stakeholders.</p> <p>Stakeholders demonstrate a moderate level of alignment with the school's goals, though some areas of improvement may still exist.</p>	<p>The school's mission and vision for student success are widely known and deeply understood by all relevant stakeholders.</p> <p>Extensive communication strategies have been implemented to ensure widespread awareness and understanding.</p> <p>Stakeholders are highly aligned with the mission and vision, actively supporting and integrating them into their actions and decisions.</p>

Guiding Questions

- What is the school's defined mission and vision for student success?
- How has the school communicated its mission and vision to stakeholders?
- To what extent are parents and guardians familiar with the school's mission and vision?
- Are teachers and staff aligned with the school's mission and vision?
- Do students have a clear understanding of the school's mission and vision?
- How are community members informed about the school's mission and vision?
- Are there mechanisms in place to gather feedback and assess stakeholder awareness?
- How do stakeholder actions and decisions reflect alignment with the school's mission and vision?

Related Data/Evidence

- Stakeholder Surveys:
 - Administer surveys to teachers, students, parents, and community members to gather their awareness and understanding of the school's mission and vision.
- Mission and Vision Statements:
 - Review the school's official mission and vision statements and assess their clarity, alignment with goals, and dissemination to stakeholders.
- Website and Communication Materials:
 - Analyze the school's website, newsletters, and other communication materials to determine if the mission and vision are prominently displayed and consistently communicated.
- Parent and Community Engagement Events:
 - Document attendance and feedback from events, such as parent-teacher conferences, open houses, and community meetings, to gauge stakeholders' familiarity with the school's goals.
- Student Artifacts and Projects:
 - Examine student work, projects, and presentations to see if they reflect an understanding of the school's mission and vision.
- Teacher and Staff Interviews:
 - Conduct interviews with teachers and staff members to discuss their awareness of the school's mission and vision and how they incorporate them into their work.
- Alignment with Programs and Curriculum:
 - Evaluate how well school programs, curriculum, and instructional strategies align with the stated mission and vision, indicating shared understanding.
- Social Media and Public Relations:
 - Assess the presence of the school's mission and vision in social media posts, press releases, and media coverage to determine if they are effectively promoted to a wider audience.

2. Do school **structures and systems** (bell schedules, calendar, common planning time, professional development, expanded opportunities, etc.) maximize student success?

Rubric

Not Yet Begun 0	Beginning Implementation 1	Beyond Initial Implementation 2	Deeply Embedded 3
<p>School structures and systems minimally align with the goal of maximizing student success.</p> <p>Inconsistencies or inefficiencies in bell schedules, calendar, and planning time may hinder effective teaching and learning.</p> <p>Limited professional development opportunities and expanded learning options available to students.</p>	<p>Some school structures and systems are aligned with the objective of maximizing student success.</p> <p>Efforts have been made to address certain inefficiencies in scheduling and planning, but areas for improvement remain.</p> <p>Professional development and expanded opportunities are offered but may not consistently cater to the diverse needs of students and/or educators.</p>	<p>School structures and systems are well-aligned with the goal of maximizing student success.</p> <p>Bell schedules, calendar, and planning time are organized to optimize instructional time and collaboration among staff.</p> <p>Professional development opportunities are targeted and impactful, contributing to enhanced teaching practices.</p> <p>Expanded opportunities, such as extracurricular activities and advanced courses, are accessible and contribute to student growth.</p>	<p>School structures and systems are fully integrated to maximize student success at an exceptional level.</p> <p>Bell schedules, calendar, and planning time are thoughtfully designed to promote a conducive learning environment and efficient collaboration.</p> <p>High-quality professional development empowers educators to implement innovative teaching strategies.</p> <p>A wide range of expanded opportunities cater to various student interests, fostering holistic development and achievement.</p>

Guiding Questions

- How does the school's bell schedule support effective teaching and learning?
- Is the academic calendar designed to optimize student achievement and growth?
- To what extent does common planning time facilitate collaboration among teachers?
- What types of professional development opportunities are offered to educators?
- How are expanded opportunities (extracurricular activities, enrichment programs, etc.) integrated into the school's framework?
- Are school resources allocated strategically to support student success within existing structures?
- In what ways do school systems adapt to meet the diverse needs of students?
- Do stakeholders perceive that the school's structures and systems contribute to student success?

Related Data/Evidence

- Student Achievement Data:
 - Analyze student performance data, including standardized test scores and academic assessments, to determine if school structures and systems positively impact student learning outcomes.
- Graduation and Dropout Rates:
 - Examine graduation rates and dropout rates to assess whether the overall school environment supports student success and engagement.
- Course Enrollment and Completion Rates:
 - Review student enrollment and completion rates in advanced courses, honors programs, or extracurricular activities to gauge the extent to which school systems promote opportunities for growth.
- Attendance and Tardiness Records:
 - Evaluate attendance and tardiness data to determine if school structures, such as bell schedules, effectively encourage student punctuality and regular attendance.
- Teacher Collaboration and Planning:
 - Collect feedback from teachers and administrators on the effectiveness of common planning time in promoting collaboration and improving instructional practices.
- Professional Development Participation:
 - Assess the extent of teacher participation in professional development opportunities and their impact on instructional quality and student success.
- Expanded Learning Opportunities:
 - Document participation rates and outcomes of students involved in expanded opportunities, such as clubs, extracurricular activities, and enrichment programs.
- Parent and Student Surveys:
 - Administer surveys to parents and students to gather perceptions about the effectiveness of school structures and systems in promoting student success and overall satisfaction.

3. Do teachers, administrators, parents, and students have a common understanding of **what we want students to know and be able to do?**

Rubric

Not Yet Begun 0	Beginning Implementation 1	Beyond Initial Implementation 2	Deeply Embedded 3
<p>Teachers are knowledgeable about state standards and may talk about them informally during the year with the team.</p>	<p>Our team(s) is/are beginning to use a structured process for unpacking the standards in a unit of study.</p> <p>We determine learning targets for our students that are aligned to state standards.</p>	<p>Our team(s) is/are using and unpacking process and tailoring it to student needs for each unit of study.</p> <p>Our team has developed a shared understanding of what students need to know and be able to do.</p> <p>Learning targets are aligned to state standards, are written in “student-friendly” language, are displayed in the classroom, and are accessible to parents.</p>	<p>Our team(s) unpack standards in a regularly occurring cycle prior to the standards being taught.</p> <p>This process includes:</p> <ul style="list-style-type: none"> • Developing a deep understanding of the standards. • Identifying essential vocabulary. • Identifying areas for scaffolds, supports, and extensions for diverse learners. • Writing the standards in “student-friendly” language that students routinely use as a part of their learning process and goal setting. • Communicating learning targets with parents.

Guiding Questions

- How do teacher teams build shared knowledge around district and state standards that shape their work?
- How are processes and protocols put in place to support teacher teams to unpack standards and develop clarity regarding the knowledge, skills, processes, and vocabulary students must learn as a result of each unit of instruction?
- How do you ensure that curriculum is aligned to outcomes required by the state standards?
- How does the school engage teachers in developing curriculum maps for each course and/or grade level that prioritize essential standards?

- How does the school provide teaching resources to help guide learning?
- How does the school establish clear expectations for what evidence of student learning will be expected to show proficiency and advanced proficiency?
- How do teacher teams determine appropriate pacing for learning? What flexibility are teams given to adjust their practice as a result of evidence of student learning?
- How do teacher teams develop objectives and learning targets that clarify desired outcomes of an individual lesson or series of lessons?
- How do teacher teams ensure that learning targets are visually accessible to students and expressed in student friendly language?
- How does the school engage collaborative teams in the study of high-stakes assessments to ensure teachers are familiar with and practice the format and rigor required by their state tests?

Related Data/Evidence

- Curriculum Documentation:
 - Clear and well-documented curriculum materials that outline learning objectives, standards, and essential skills for each subject or grade level.
- Curriculum Maps and Scope Sequences:
 - Visual representations of the curriculum that show the progression of topics and skills across grade levels, helping stakeholders understand the overall learning journey.
- Alignment Analysis:
 - Reports or documentation indicating how the curriculum aligns with state or national standards, demonstrating the shared understanding of educational goals.
- Student Work Samples:
 - Examples of student work, projects, and assessments that demonstrate alignment with learning objectives, showcasing the expected outcomes.
- Stakeholder Surveys:
 - Surveys administered to teachers, administrators, parents, and students to gauge their perceptions and understanding of learning objectives and goals.
- Assessment and Grading Practices:
 - Documentation of assessment strategies and grading criteria that align with learning objectives, reflecting a shared understanding of student achievement.
- Parent and Community Communication:
 - Records of communication efforts aimed at parents and the community, outlining learning goals, expectations, and ways to support student progress.
- Student Performance Data:
 - Analyze student performance on assessments, projects, and standardized tests to assess alignment with learning objectives and identify areas of strength or improvement.

4. Do **assessments** and benchmarks align to standards and accurately predict state assessment results?

Rubric

Not Yet Begun 0	Beginning Implementation 1	Beyond Initial Implementation 2	Deeply Embedded 3
<p>Teachers may create assessments for their own classes or use generic assessments. The assessments that are used may not always correlate to the standards.</p> <p>Assessments may be driven by activities, not standards or used solely for grades. Little or no attention is paid to the quality of the items.</p>	<p>Our teams have begun to collaboratively develop common assessments before or during the unit of instruction, which are aligned to the unpacked standards.</p> <p>Outcomes for assessments have been identified and are aligned to state standards.</p> <p>A consistent format is used for the majority of assessments.</p> <p>Our teams may or may not use data analysis as a part of this process.</p>	<p>Our teams regularly develop assessments that are linked to the standards. Assessments are consistently administered within the same timeframe.</p> <p>Assessments are created before beginning instruction as part of a regularly occurring cycle.</p> <p>Student learning targets have been specified.</p> <p>There is intentional variation in the selection of formats (projects, essays, etc.) and difficulty of the questions.</p> <p>Teams use data analysis as a part of this process.</p>	<p>Our teams regularly develop assessments aligned to unpacked standards. Assessments are developed in a regularly occurring cycle prior to instruction.</p> <p>Our teams identify the criteria for proficiency (rubrics and exemplars) to ensure consistency in grading.</p> <p>Assessments are designed in a variety of formats so that students can effectively demonstrate mastery.</p> <p>Our teams regularly utilize assessment data to prioritize standards and gauge the needs of all students.</p>

Guiding Questions

- How does the school ensure that collaborative teams engage in ongoing analysis of evidence of student learning and use that information to inform instructional practice?
- How do collaborative teams collect frequent and timely data and information regarding student achievement?
- How do collaborative teams use data to measure progress toward team goals? How does the school use data to measure progress toward school improvement goals?
- How does the school or district provide professional development so that educators understand the format, required depth of knowledge, and performance level descriptors that define student success on state assessments?

- How does the school or district help collaborative teams develop valid and reliable assessments aligned with course and/or grade level standards? How frequently do collaborative teams administer and discuss common assessments?
- How does the school put processes/protocols in place to support collaborative teams as they analyze results from common assessments, develop and implement follow up actions?
- How do school leaders engage teachers in individual conversations about student progress in order to improve teacher instructional practice?
- How is evidence of student learning used by teacher teams to develop lesson plans, implement reteach strategies and revise/strengthen curriculum resources?
- How are the dates and purpose of required assessments shared with the school community?
- How does the school ensure that assessments are catalogued and saved in accordance with the established protocol within a repository?

Related Data/Evidence

- Alignment Analysis Documentation:
 - Documented analysis detailing how assessments and benchmarks were developed to align with specific standards, including the process of selecting questions or tasks that match the curriculum content.
- Item-Level Alignment Reports:
 - Detailed reports showing the alignment of each assessment item or question to specific standards, indicating the degree to which they reflect the content and cognitive complexity.
- Crosswalk Comparisons:
 - Visual representations or matrices that map the standards to the content covered in assessments and benchmarks, providing a clear overview of alignment.
- Correlation Coefficients:
 - Statistical measures indicating the strength and direction of the relationship between student performance on benchmarks and their subsequent state assessment scores.
- Predictive Validity Data:
 - Comparative data showing the extent to which student performance on benchmarks accurately predicts their performance on state assessments, often demonstrated through correlation coefficients.
- Longitudinal Trend Analysis:
 - Analyze trends in student performance over multiple years, comparing scores on benchmarks with state assessment results to identify patterns and consistency.
- Curriculum Alignment Reports:
 - Documentation demonstrating how assessments and benchmarks address key concepts, skills, and learning objectives outlined in the standards.
- Teacher Feedback and Alignment Surveys:
 - Surveys or feedback from educators regarding their perception of the alignment between assessments, benchmarks, and state standards, providing qualitative insights.

5. Do teachers use aligned **instructional practices** that achieve the best student achievement results?

Rubric

Not Yet Begun	Beginning Implementation	Beyond Initial Implementation	Deeply Embedded
0	1	2	3
<p>Instructional practices show minimal alignment with learning objectives and standards.</p> <p>Limited use of evidence-based strategies, differentiation, or formative assessment.</p> <p>Student achievement results do not consistently reflect mastery of learning objectives.</p>	<p>Some instructional practices align with learning objectives and standards, but inconsistencies exist.</p> <p>Teachers are beginning to integrate evidence-based strategies, differentiation, and formative assessment.</p> <p>Student achievement results show moderate progress but may not consistently reach the highest levels.</p>	<p>Instructional practices are well-aligned with learning objectives and standards.</p> <p>Teachers consistently use evidence-based strategies, differentiation, and formative assessment to support diverse student needs.</p> <p>Student achievement results demonstrate substantial progress and a majority of students meet or exceed learning objectives.</p>	<p>Instructional practices are consistently and deeply aligned with learning objectives and standards.</p> <p>Teachers expertly integrate evidence-based strategies, differentiation, and formative assessment to optimize student engagement and growth.</p> <p>Student achievement results consistently exceed learning objectives, with the majority of students demonstrating mastery or advanced proficiency.</p>

Guiding Questions

- How does the school support teacher teams to guarantee alignment across standards, learning targets, and lessons for each unit of study?
- How are objectives, learning targets, and success criteria made visible to students in the classroom? How do teachers engage students around these learning targets?
- How does the school ensure that processes/protocols are in place to support teacher teams to plan instruction that include:
 - Coherent lesson structure with a clear beginning, middle, and end.
 - Focused instruction that connects to the learning target, and explains the objective, big ideas and concepts to be learned.
 - Engaging activities differentiated by student readiness for challenge or scaffolding, based on data from prior learning.
 - Inviting classroom settings structured for learning, effective routines, and supportive classroom management practices.
 - Frequent checks for understanding and evidence that gathered data is used in a timely manner to adjust instructional practice.

- A brief assessment of student understanding near the conclusion of the lesson that can be used to guide future instruction.
- Time throughout the lesson and at closure to summarize what has been learned and allow students to reflect and make meaning from what they have learned.
- How does the schoolwork ensure that learning experiences support students in developing the essential background knowledge and vocabulary needed to enhance academic achievement?
- How do collaborative teams ensure that students remain actively engaged throughout their learning?
- How has the school built collaborative meeting structures to ensure that all teacher teams engage in a continuous cycle of observation, feedback, and shared collaborative work to improve instructional practice and advance student outcomes?
- How has the school ensured that the products of collaborative teamwork on assessment are catalogued and saved in accordance with established protocol within a repository?

Related Data/Evidence

- Lesson Plans and Curriculum Materials:
 - Review teachers' lesson plans and instructional materials to assess the alignment with learning objectives, standards, and best practices.
- Observation and Classroom Walkthroughs:
 - Conduct classroom observations to observe teachers' instructional strategies, methods, and how well they align with intended outcomes.
- Student Work and Assignments:
 - Analyze samples of student work, assignments, and projects to determine the extent to which they reflect alignment with learning objectives.
- Assessment Analysis:
 - Examine the design of assessments, quizzes, and tests to assess whether they accurately measure the targeted learning objectives.
- Formative Assessment Data:
 - Review data from formative assessments, quizzes, and check-ins to determine if teachers are adjusting instruction based on student progress and needs.
- Differentiation Strategies:
 - Evaluate how teachers differentiate instruction to accommodate diverse learning needs and whether these strategies align with learning objectives.
- Professional Development Attendance and Implementation:
 - Monitor teachers' participation in professional development related to instructional practices and observe how they apply these strategies in the classroom.
- Student Achievement Data:
 - Analyze student performance data on standardized tests, benchmark assessments, and other evaluations to assess the impact of aligned instructional practices on achievement.

6. Is effective **intervention** provided when students have not demonstrated mastery of required content/skills?

Rubric

Not Yet Begun 0	Beginning Implementation 1	Beyond Initial Implementation 2	Deeply Embedded 3
<p>Intervention is rarely or inconsistently provided to students who have not demonstrated mastery.</p> <p>Limited strategies or resources are in place to address individual student needs.</p> <p>Minimal impact on improving student outcomes, with few students progressing to mastery.</p>	<p>Some intervention is offered to students who struggle with mastery.</p> <p>Basic strategies are implemented, but consistency and differentiation may vary.</p> <p>Moderate improvement observed, but a notable proportion of students still struggle to reach mastery.</p>	<p>Effective intervention is consistently provided based on ongoing assessment and data.</p> <p>A variety of evidence-based strategies and resources are employed to address individual student needs.</p> <p>Most struggling students show noticeable improvement and move closer to mastery.</p>	<p>Highly effective and personalized intervention is implemented for all struggling students.</p> <p>A comprehensive range of strategies, materials, and supports are used, tailored to individual learning needs.</p> <p>Nearly all students who receive intervention progress to mastery, demonstrating significant growth in understanding and skills.</p>

Guiding Questions

- How do teachers and teams determine the essential standards that students must learn?
- How do teachers and teams determine gaps in student understanding? How do teachers and teams identify students who need additional time and support to ensure learning?
- How do teachers provide differentiated support for student understanding? Describe what scaffolded instruction looks like in your school.
- How has the school created a guiding coalition of experts to plan and coordinate a system of interventions? Describe how your school provides a tiered system of support based on student need at the school, team and teacher levels.
- How has the school provided time for Tier 2 and 3 supports? What materials and resources are used and by whom? How does the school ensure that students do not miss new essential instruction while receiving Tier 2 and 3 supports?
- How is student progress monitored? What systems and structures are used to ensure students make progress? Who is responsible? How do students exit intervention once learning gaps are closed?
- How are special programs and instructors integrated into the system of supports?
- How has the school used alternative resources and technology to provide additional supports for students who struggle?
- How does the district and/or school use human resources creatively to support the needs of individual students?

- How does the school ensure that the processes and products of their multi-tiered system of supports are catalogued and saved in accordance with the established protocol within the online repository?

Related Data/Evidence

- Intervention Plans and Documentation:
 - Review documented intervention plans outlining strategies, goals, and targeted outcomes for individual students.
- Student Progress Monitoring Data:
 - Analyze data from formative assessments, progress tracking tools, and check-ins to determine the effectiveness of interventions.
- Student Work Samples Before and After Intervention:
 - Compare samples of student work or assignments before and after intervention to assess improvements in understanding and skills.
- Intervention Attendance Records:
 - Examine records of student attendance and participation in intervention sessions to gauge the level of engagement.
- Teacher and Specialist Feedback:
 - Collect feedback from teachers, intervention specialists, and other educators regarding the impact of interventions on student progress.
- Comparative Student Performance Data:
 - Compare the achievement levels of students who received effective interventions with those who did not, highlighting the difference in outcomes.
- Individualized Learning Plans (ILPs):
 - Evaluate the development and implementation of ILPs, which outline specific interventions and accommodations for students with diverse needs.
- Parent and Student Surveys:
 - Administer surveys to parents and students to gather their perceptions of the effectiveness and impact of interventions on student learning.

7. Is effective **enrichment** provided when students have demonstrated mastery of required content/skills?

Rubric

Not Yet Begun 0	Beginning Implementation 1	Beyond Initial Implementation 2	Deeply Embedded 3
<p>Enrichment opportunities are infrequently or inconsistently provided to students who have demonstrated mastery.</p> <p>Limited variety of enrichment activities, resources, or programs available.</p> <p>Minimal impact on further challenging and engaging students who have achieved mastery.</p>	<p>Some enrichment opportunities are offered to students who have demonstrated mastery, but gaps or inconsistencies exist.</p> <p>A modest range of enrichment activities and resources are introduced.</p> <p>Moderate improvement in student engagement and extension of learning, but some students may not be consistently challenged.</p>	<p>Enrichment activities are consistently provided based on students' demonstrated mastery and interests.</p> <p>A variety of well-designed enrichment options and programs are available to stimulate higher-level thinking and exploration.</p> <p>Most students who have achieved mastery benefit from enriched learning experiences that deepen their understanding and skills.</p>	<p>Highly effective and personalized enrichment opportunities are consistently provided for all students who have demonstrated mastery.</p> <p>A comprehensive array of advanced enrichment activities, projects, and programs cater to individual interests and talents.</p> <p>Nearly all students who have mastered content/skills experience challenging and intellectually stimulating enrichment, contributing to exceptional growth and achievement.</p>

Guiding Questions

- How do teachers pre-assess students to determine content understandings?

- How do teachers provide differentiated support for student learning within their lesson structure to ensure an appropriate level of rigor?
- How does/do the school, teams and teachers provide a tiered system of enrichments and acceleration based on student need? How are these services provided? What materials and resources are used and by whom?
- How is student progress monitored? How often is it checked and by whom?
- How are special programs and advanced course work integrated into the system of supports?
- How does/do the school, teams, and teachers use alternative resources and technology to engage students and increase rigor?
- How does the school utilize enhancements to curriculum and pedagogy (International Baccalaureate, Dual Enrollment, Advanced Placement, etc.) to increase student engagement and rigor?

Related Data/Evidence

- Enrichment Program Documentation:
 - Review documentation outlining the structure, goals, and offerings of enrichment programs available to students who have demonstrated mastery.
- Enrichment Activity Records:
 - Examine records of student enrollment, attendance, and participation in specific enrichment activities or projects.
- Student Work Samples from Enrichment Activities:
 - Analyze examples of student work or projects completed during enrichment opportunities to assess the depth and complexity of learning.
- Comparative Student Performance Data:
 - Compare achievement levels and growth of students who participated in enrichment with those who did not, highlighting differences in outcomes.
- Student Reflections and Feedback:
 - Gather reflections and feedback from students who have engaged in enrichment, documenting their perceptions of the value and impact of these experiences.
- Teacher and Specialist Testimonials:
 - Collect testimonials from teachers, specialists, and educators involved in providing enrichment, sharing their observations of student growth and engagement.
- Evidence of Advanced Learning Outcomes:
 - Analyze how enrichment activities extend beyond required content/skills, focusing on the development of higher-level thinking, creativity, and innovation.
- Longitudinal Growth Data:
 - Track student progress over time to assess the impact of consistent engagement in enrichment on academic and personal growth.

8. Is there an effective and efficient system used to **improve, catalog, and save** teacher work (scope & sequence, assessments, etc.)?

Rubric

Not Yet Begun 0	Beginning Implementation 1	Beyond Initial Implementation 2	Deeply Embedded 3
<p>Teacher work is inconsistently organized and labeled, making it difficult to locate specific materials.</p> <p>Teacher work is saved on individual devices or in physical formats, causing challenges in sharing and access.</p> <p>Limited or no centralized platform for accessing and sharing materials exists, resulting in inefficiencies.</p>	<p>Some efforts are made to improve teacher work, but updates and enhancements may be irregular.</p> <p>Basic digital tools are used for cataloging, but the system may lack structure or consistency.</p> <p>A digital platform is available, but user adoption and consistency in cataloging may vary.</p>	<p>A systematic approach is used to regularly review and update teacher work based on feedback and data.</p> <p>A well-structured digital system categorizes and labels teacher work for easy retrieval.</p> <p>Teachers can collaborate and contribute to shared resources on the platform, enhancing collective knowledge.</p>	<p>Teacher work is consistently refined and improved based on data, research, and best practices.</p> <p>An advanced digital platform supports sophisticated tagging, version control, and integration with other tools.</p> <p>The system is user-friendly and tailored to teachers' needs, ensuring high adoption and seamless sharing.</p>

Guiding Questions

- How does/do your school, teams and teachers monitor the impact of the strategies they use?
- How has technology been used to support school-wide, team and teacher efforts to catalog effective practices?
- How do you ensure that teachers and collaborative teams reflect on their instructional assessment and intervention practices after completing the appropriate steps? How do they utilize protocols to support this function?
- How do you identify and record school-wide, team and teacher reflections (strengths, areas of need and refinements) so this information can be retrieved to strengthen practices in upcoming units and during the following year? How do you measure the impact of this system?
- How is your digital system organized and accessed by teachers and other stakeholders?
- How are your reflective protocols linked to the strategic improvement plan for the school and/or district in the short (30-60-90 day plans) and the long (yearly school improvement plan) terms?

Related Data/Evidence

- Digital Platform Usage Data:
 - Collect data on the frequency of teacher logins, uploads, downloads, and interactions within the digital platform used for cataloging and sharing materials.

- System Usage Surveys:
 - Administer surveys to teachers to gather their perceptions of the effectiveness, user-friendliness, and impact of the system on their instructional practices.
- Cataloging and Labeling Consistency:
 - Evaluate the consistency and accuracy of how materials are cataloged, labeled, and organized within the system.
- Evidence of Collaboration:
 - Document instances of collaborative contributions by teachers to shared resources, such as co-developed assessments or instructional strategies.
- Version Control Records:
 - Examine records of version updates, changes, and edits made to instructional materials to ensure accurate and up-to-date resources.
- Teacher Work Improvement Records:
 - Document evidence of systematic reviews, revisions, and enhancements made to teacher work based on data, research, and best practices.
- Accessibility and Sharing Records:
 - Track the number of times instructional materials are accessed, shared, and downloaded by teachers within the system.
- Impact on Instructional Quality:
 - Collect qualitative data, such as testimonials or case studies, demonstrating how the system has positively influenced instructional practices and student outcomes.