Instructional Quality Matrix

Work of the Western States Benchmarking Consortium Towards Answering the Question:

How Can We More Routinely Create Instructional Quality In Our Classrooms and Schools?

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Executive Summary

History:
In Spring, 2011, the Western States Benchmarking Consortium (WSBC) superintendents determined that consortium efforts should be directed at creating processes, patterns and structures to improve instructional quality for all students. To that end, the superintendents posed the initial question:

- How can we more routinely create instructional quality in our classrooms and schools?
  And more specifically:
  - What do teachers do and how do we develop and support that?
  - What do principals do and how do we develop and support that?
  - What do central office administrators do and how do we develop and support that?

A WSBC workgroup composed of district level instructional leaders began a comprehensive review of factors which influence and improve instructional quality for all students. Conclusions from this review led to a focus on instructional leadership capacity within school districts and schools as a leverage point to move each of our systems forward. Each member district reported on current practices for capacity development in people, processes and structures which foster instructional leadership. Additionally, current organizational behaviors which impede instructional and organizational quality were highlighted. Three broad categories for further study emerged as a topic for Instructional Quality Work Group study: quality instruction; collaboration; leadership. There was a recognized need to confront the challenges of deep implementation and a history of previous efforts for systemic instructional innovation which had not produced desired outcomes.

Rationale for Leadership Development:
WSBC superintendents determined to begin the study of instructional quality with a focus on the role of principals. Consortium discussion expanded the focus to include all school-level leaders, including teacher leaders. The process for supporting campus leaders in “getting better” meant that the districts must be organized to support the growth of campus leaders and be grounded in making higher quality judgments of leader effectiveness. Making better judgments about leader effectiveness necessitated reaching greater clarity about both the work leaders should be doing and how they should be doing it.

Clear key indicators were needed for principals to strive towards as they endeavored to create and sustain strong and effective instructional climates. Exemplary processes that illustrate deep understanding and implementation of these indicators would support system growth. Examples of appropriate and reasonable uses of student performance data as an element of site leadership evaluation were needed. The desired outcome was to ensure high levels of instructional quality on a daily basis in classrooms and schools across entire districts.

IQM Development:
The Instructional Quality Work Group developed the Instructional Quality Matrix (IQM) as a tool to facilitate conversations that are specific and actionable, aimed at Instructional Quality, and supportive of continuous growth in student learning. The rubric supports patterns, processes and structures that improve instructional quality. It provides latitude for independent use in individual districts and supports specific needed changes within the context of each respective district. Reflection within specific domains should initiate vertical and horizontal work that brings users closer to exemplary practice.
The process was a long-term model of discovery and inquiry within each district and among the Consortium members.

**WSBC: Shaping the Work Through Shared and Common Dialogue**

**IQM Components:**
The IQM is structured in five dimensions as described in “The Principal as Leader,” from The Wallace Foundation. These dimensions articulate what effective leaders must do to create an environment of instructional quality. Each dimension contains questions for multiple stakeholders including students, teachers, principals and district leaders. Each of these stakeholders play significant roles to influence/foster/cultivate a system of excellence where students thrive in their learning. Each component of the dimensions consists of guiding questions that support an inquiry cycle to improve instructional quality across classrooms in each of our districts.

The Dimensions include:
- Shaping a Vision of Academic Success for all Students,
- Culture and Climate (Creating a climate hospitable to education),
- Cultivating Leadership (Cultivating leadership in others),
- Ensuring Continuous Improvement (Improving Instruction), and
- Managing Systems for People, Data, and Processes to Foster School Improvement.
**Resulting IQM design:**

**Student – Teacher – Principal – Central Office**

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**IQM Purpose:**
The IQM is a resource for formative assessment and learning focused conversations. It is most appropriately used in a consultation/coaching continuum as a continuous growth model. Reflective questions appropriate to context and stakeholder should guide professional dialogue in year-long conversations to improve Instructional Quality. The Work Group premise for this design is that demonstrating distinguished levels of Instructional Quality is a journey, not a destination. Ultimately, over time, these reflective conversations within a growth mindset culture will move systems toward excellence so that on any day, in any classroom, students will be engaged in high quality teaching and learning.

**Contents:**
The next section (pages 6 – 14) displays the five dimensions of the Instructional Quality Matrix along with the incumbent guiding questions.

Following the IQM is the bibliography of research and readings on page 15 that informed the Instructional Quality Matrix work.

Impact questions used by our districts to initiate and continue internal discussions around the Instructional Quality Matrix begin on page 16.

Models of use provided by our member districts begin on page 18.
**Instructional Quality Matrix**

**Shaping a Vision of Academic Success for all Students**
In schools where all students are successful, strong coherence exists among curriculum, assessment, instruction, and the learning environment. Stakeholders, operating from a growth mindset, must hold a strong belief that success is attainable for all students. A clear, compelling vision of academic success promotes action within members of the community who hold the vision, and describes expectations, goals, and roles among all stakeholders. Chief among these elements is an expectation of excellence for all.

<table>
<thead>
<tr>
<th>Student</th>
<th>How do students demonstrate they are on a path for college and career readiness?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• How does the student regularly engage family members in conversations about career and college planning?</td>
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<td></td>
<td>• How does the student set goals, self-assess, and adjust their learning path?</td>
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<td></td>
<td>• How does the student communicate complex thinking and apply learning from different disciplines?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>How does the teacher work with colleagues to develop tasks that promote critical thinking, reflective practice and application in complex content aligned to the state and national standards?</th>
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<tbody>
<tr>
<td></td>
<td>• How does the teacher communicate high expectations to the students and families?</td>
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<td></td>
<td>• How does the teacher advocate for and communicate the school and district vision for academic success?</td>
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<td></td>
<td>• How does the teacher ensure equitable access to rigorous learning experiences?</td>
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<td></td>
<td>• How does the teacher establish purpose and relevance to engage students?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal</th>
<th>How does the principal facilitate a dynamic learning community to promote a shared vision of universal student achievement?</th>
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<tbody>
<tr>
<td></td>
<td>• How does the principal engage all stakeholders in understanding the vision of academic success for all students?</td>
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<td></td>
<td>• How does the principal challenge the beliefs, biases, assumptions and practices that interfere with achieving the vision for all?</td>
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<tr>
<td></td>
<td>• How does the principal use multiple sources of data in support of achieving the school vision?</td>
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<td></td>
<td>• How does the principal communicate to all stakeholders the high expectations in the school?</td>
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<td></td>
<td>• How does the principal ensure equitable access to a rigorous learning experience?</td>
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<td></td>
<td>• How does the principal advance alternative options for students to meet college and career readiness standards?</td>
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<td></td>
<td>• How does the principal collaboratively develop and sustain an effective school improvement process?</td>
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<thead>
<tr>
<th>District Leader</th>
<th>How does the district leader shape a dynamic vision of academic excellence for all students?</th>
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<tr>
<td></td>
<td>• How does the district leader create enabling conditions as a system and individually to ensure academic excellence?</td>
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<tr>
<td></td>
<td>• How does the district leader ensure success for all students?</td>
</tr>
<tr>
<td></td>
<td>• How does the district leader ensure and communicate that high expectations exist for all learners?</td>
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<tr>
<td></td>
<td>• How does the district leader establish an environment that believes all students can and will learn (growth mindset)?</td>
</tr>
</tbody>
</table>
**Culture and Climate**

A productive culture and learning environment is critical to optimize success for all students. This does not happen by chance but is overtly created through specific beliefs and actions. Students, teachers, principals and district leaders all share a responsibility for contributing to the positive culture and climate of their learning environment and the entire organization.

<table>
<thead>
<tr>
<th>Student</th>
<th>How does the student value and contribute to learning communities of which they are a part?</th>
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<tbody>
<tr>
<td></td>
<td>- How does the student engage in rigorous and challenging learning tasks and demonstrate perseverance when solutions do not come easily?</td>
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<td></td>
<td>- How does the student utilize inquiry to support his/her learning?</td>
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<td></td>
<td>- How does the student demonstrate efficacy in problem solving to support learning?</td>
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<td></td>
<td>- How does the student engage in and value collaborative discourse with peers and adults in any learning environment?</td>
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<tr>
<td></td>
<td>- How does the student participate in developing a learning environment of trust, respect, and risk taking?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Teacher</th>
<th>How does the teacher demonstrate both the belief that all students have the capacity for learning and the responsibility for creating the conditions where learning will occur for all?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- How does the teacher collaborate in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning?</td>
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<tr>
<td></td>
<td>- How does the teacher create a classroom culture that leverages the cultural assets of students and their families?</td>
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<tr>
<td></td>
<td>- How does the teacher build the capacity for skillful and purposeful collaboration among students?</td>
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<td></td>
<td>- How does the teacher build relationships with students to influence learning?</td>
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<tr>
<td></td>
<td>- How does the teacher create an environment where students can direct their own learning?</td>
</tr>
</tbody>
</table>
| Principal | **How does the principal develop a culture of collective responsibility for student learning?**  
|---|---|
| | • How does the principal collaboratively develop an ongoing plan for professional learning to improve student achievement?  
| | • How does the principal facilitate strategic and accountable time for teachers to improve knowledge of content, instruction and pedagogy?  
| | • How does the principal support and measure a culture where risk taking and innovation to improve student learning are encouraged and celebrated?  
| | • How does the principal identify and successfully address barriers and distractions that interfere with student learning?  
| | • How does the principal support student, family, culture, and community issues of well-being?  
| | • How does the principal develop and model an atmosphere of personal responsibility, trust, and collaboration among students and staff?  
| | • How does the principal celebrate successes as well as opportunities for growth? |

| District Leader | **How does the district leader create opportunities to openly engage stakeholders in shaping strategic priorities for student learning?**  
|---|---|
| | • How does the district leader allow flexibility for school specific focus within district initiatives?  
| | • How does the district leader build awareness, promote understanding, communicate expectations and ensure actionable results for district initiatives supporting student learning among all stakeholders?  
| | • How does the district leader provide tools and resources for improvement and growth of instructional quality?  
| | • How does the district leader support student, family, culture, and community issues of well-being?  
| | • How does the district leader leverage community and cultural assets to support student learning?  
| | • How does the district leader support job-embedded professional learning and collaboration? |
Cultivating Leadership
Collective leadership broadens the capacity for continuous improvement and purposefully engages all stakeholders. Schools and districts with this type of leadership develop a professional community of leaders who believe in the common vision. This results in each individual intrinsically sharing the responsibility for quality instruction and improved student achievement. Each of the stakeholder’s performance, motivation and work environments is positively impacted with collective leadership.

<table>
<thead>
<tr>
<th>Student</th>
<th>How does the student contribute to realizing the school vision for learning?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How does the student demonstrate ownership of his own learning?</td>
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<tr>
<td></td>
<td>How does the student contribute to the learning of others (collaboration, peer tutoring, mentoring, etc.)?</td>
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<tr>
<td></td>
<td>How does the student participate in activities that enhance the school’s culture?</td>
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<td></td>
<td>How does the student demonstrate leadership in areas of integrity, citizenship, and core values of the school and beyond?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>How does the teacher serve as a leader within his team, school, and district?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How does the teacher contribute to the learning of others?</td>
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<tr>
<td></td>
<td>How does the teacher continuously seek and share new professional knowledge?</td>
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<tr>
<td></td>
<td>How does the teacher develop and cultivate leadership with students?</td>
</tr>
<tr>
<td></td>
<td>How does the teacher demonstrate and communicate a core belief of high expectations for every student resulting in growth for all students?</td>
</tr>
<tr>
<td></td>
<td>How does the teacher participate in ongoing coaching and constructive feedback with peers?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal</th>
<th>How does the principal cultivate shared responsibility toward continuous learning and growth in instructional quality?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does the principal provide opportunities and support to develop teacher as leaders?</td>
</tr>
<tr>
<td></td>
<td>How does the principal establish a continuous learning culture for the teachers on the campus?</td>
</tr>
<tr>
<td></td>
<td>How does the principal continuously seek new knowledge in order to further hone his/her skills as a leader?</td>
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<tr>
<td></td>
<td>How does the principal communicate and implement a core belief of high expectations for every teacher and student?</td>
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<tr>
<td></td>
<td>How does the principal provide ongoing coaching with constructive feedback for teachers?</td>
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<tr>
<td></td>
<td>How does the principal create systems for using data to monitor and adjust work related to instructional quality and continuous learning?</td>
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<tr>
<td>District Leader</td>
<td>How does the district leader focus on developing leadership capacity?</td>
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<td>-----------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>- How does the district leader continuously seek and share new knowledge in order to further hone skills of self and others as a leader?</td>
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<tr>
<td></td>
<td>- How does the district leader organize and focus professional learning opportunities, collaboration, and leadership development to increase student achievement?</td>
</tr>
<tr>
<td></td>
<td>- How does the district leader organize the district processes to effectively respond to cultural and linguistic diversity and the varying learning and social needs of students?</td>
</tr>
<tr>
<td></td>
<td>- How does the district leader encourage, coach and develop instructional leadership in self and others?</td>
</tr>
<tr>
<td></td>
<td>- How does the district leader foster encourage innovation and risk taking to support the learning needs of students?</td>
</tr>
<tr>
<td></td>
<td>- How does the district leader create a safe and trusting environment for leaders to professionally and personally learn from one another?</td>
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</tbody>
</table>
**Ensuring Continuous Instructional Improvement**

Continuous instructional improvement requires a relentless focus on the success of all students in any learning environment. Collective leadership around a shared vision targeted directly at improving instruction has significant effects on student achievement. Descriptive feedback and reflective practice improve instruction. Students, teachers, principals and district leaders must have the time, the knowledge, and the skills needed to provide and reflect upon useful feedback about instruction and learning.

<table>
<thead>
<tr>
<th>Student</th>
<th>How does the student demonstrate capacity to take charge of his/her own learning?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• How does the student develop a personal orientation toward their role in the learning process and their achievement?</td>
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<tr>
<td></td>
<td>• How does the student reference their own performance, exemplars, and models of achievement to set their own learning actions?</td>
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<tr>
<td></td>
<td>• How does the student embody personal effort and perseverance?</td>
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<tr>
<td></td>
<td>• How does the student communicate and collaborate with peers and teachers?</td>
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<tr>
<td></td>
<td>• How does the student provide and utilize descriptive feedback with others?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>How does the teacher leverage, monitor and adjust instructional practice to ensure all students reach established standards?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• How does the teacher personalize instruction to scaffold support and extend learning in order for all students to reach their learning targets?</td>
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<tr>
<td></td>
<td>• How does the teacher use descriptive feedback, assessment, and data findings to promote changes in instructional practices or organizational structure to improve student learning?</td>
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<td></td>
<td>• How does the teacher engage in on-going professional learning and implementing innovative research-based practices?</td>
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<td></td>
<td>• How does the teacher reflect on instructional practice through self-evaluation, peer review, and student input, based upon an established instructional framework?</td>
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<tr>
<td></td>
<td>• How does the teacher differentiate tasks to engage the student in a deeper learning experience?</td>
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<tr>
<td></td>
<td>• How does the teacher de-privatize and collaborate with colleagues as the primary means to improve instruction?</td>
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<tr>
<td>Principal</td>
<td>How does the principal collaboratively establish and adapt a culture of instructional excellence and innovation?</td>
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<tr>
<td></td>
<td>- How does the principal establish a culture where academic standards are used to set and monitor goals aligned to expectations of student achievement and effective instruction?</td>
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<td></td>
<td>- How does the principal pro-actively address emerging trends in instruction?</td>
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<tr>
<td></td>
<td>- How does the principal create a continuous system of data and feedback with all stakeholders to adapt goals, curriculum and instructional decisions?</td>
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<tr>
<td></td>
<td>- How does the principal create a culture to develop alignment of district-adopted curriculum and the instructional framework?</td>
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<tr>
<td></td>
<td>- How does the principal implement a multi-faceted and comprehensive program of professional growth?</td>
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<tr>
<td></td>
<td>- How does the principal create an adaptive system to quickly and proactively address problems in instruction, personnel and student performance?</td>
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<table>
<thead>
<tr>
<th>District Leader</th>
<th>How does the district leader collaboratively establish and adapt a culture of instructional excellence and innovation?</th>
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<tbody>
<tr>
<td></td>
<td>- How does the district leader establish consistent implementation of a comprehensive and evolving set of academic standards and the district instructional framework?</td>
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<tr>
<td></td>
<td>- How does the district leader establish a continuously adaptive framework for professional growth that is multi-faceted, aligned to district, site goals and student performance data, as well as the district instructional framework?</td>
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<tr>
<td></td>
<td>- How does the district leader establish and monitor actionable feedback on growth in critical measures of success for each student? Student groups?</td>
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<td></td>
<td>- How does the district leader forecast and pro-actively address emerging trends in instruction?</td>
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<tr>
<td></td>
<td>- How does the district leader design, develop, refine, and align the curriculum to the vision?</td>
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<tr>
<td></td>
<td>- How does the district leader engage stakeholders around student data to ensure continuous growth?</td>
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<tr>
<td></td>
<td>- How does the district leader ensure instructional practices correlate to student learning?</td>
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<tr>
<td></td>
<td>- How does the district leader ensure curriculum is communicated, monitored and integrated throughout the system?</td>
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<tr>
<td></td>
<td>- How does the district leader ensure diagnostic and formative assessments are aligned to the district’s curriculum and integrated throughout the system?</td>
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Managing Systems for People, Data, and Processes to Foster School Improvement

A focus on continuous quality improvement in the development and management of systems is a primary component of instructional leadership. Allocation of resources to support systems management must include interdependence among all departments. Systems are routinely evaluated to adapt and ensure patterns, processes, and structures support the continuous growth of student learning.

<table>
<thead>
<tr>
<th>Role</th>
<th>How does the student access school and district level systems to improve his/her learning?</th>
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<tbody>
<tr>
<td>Student</td>
<td>• How does the student use data and feedback to understand and personalize learning goals and outcomes?</td>
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<tr>
<td></td>
<td>• How does the student monitor his own progress and adjust learning strategies and actions?</td>
</tr>
<tr>
<td></td>
<td>• How does the student access and communicate progress to family members using district provided data and student work samples?</td>
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<thead>
<tr>
<th>Role</th>
<th>How does the teacher analyze data to inform, design, and implement systematic strategies that improves student learning?</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>• How does the teacher continually monitor individual student learning?</td>
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<tr>
<td></td>
<td>• How does the teacher analyze student data to inform team discussions and decisions?</td>
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<tr>
<td></td>
<td>• How does the teacher collaboratively discuss/analyze student performance results with student, parents, and colleagues?</td>
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<tr>
<td></td>
<td>• How does the teacher facilitate student’s reflective monitoring of his or her own progress?</td>
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<tr>
<td></td>
<td>• How does the teacher use formative and summative assessments to ensure all students are continuously learning?</td>
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<td></td>
<td>• How does the teacher use targeted interventions or adjustments to address the learning needs of all students?</td>
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<tr>
<th>Role</th>
<th>How does the principal effectively balance instructional leadership and management responsibilities to improve student learning?</th>
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<tbody>
<tr>
<td>Principal</td>
<td>• How does the principal model and promote collaboration that fosters productive learning communities?</td>
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<td></td>
<td>• How does the principal analyze and integrate the scope of change and innovation to implement timely and appropriate improvements in the system.</td>
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<td></td>
<td>• How does the principal implement strategic efforts to recruit, select and retain the best staff?</td>
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<tr>
<td></td>
<td>• How does the principal collaboratively analyze/discuss student performance results with students, parents, teachers, and colleagues?</td>
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<tr>
<td></td>
<td>• How does the principal collaboratively use data to inform decisions about instruction, professional learning, teacher effectiveness, and student learning?</td>
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<tr>
<td></td>
<td>• How does the principal manage resources to best support student achievement?</td>
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<tr>
<td>District Leader</td>
<td>How does the district leader develop, provide, and streamline systems that empower others to concentrate their efforts on instructional leadership?</td>
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<tr>
<td></td>
<td>• How does the district leader create and facilitate strategic efforts to recruit, select, induct, develop, and retain the best staff?</td>
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<td>• How does the district leader formalize professional learning, collaboration and leadership development around systems and processes for school improvement?</td>
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<td></td>
<td>• How does the district leader create an adaptive system to quickly and proactively address problems in instruction, personnel and student performance?</td>
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<td></td>
<td>• How does the district leader develop and provide student assessment and data management systems to inform instructional decisions?</td>
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<tr>
<td></td>
<td>• How does the district leader promote and use innovation to improve learning?</td>
</tr>
<tr>
<td></td>
<td>• How does the district leader ensure resources are strategically aligned to promote the district vision?</td>
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</tbody>
</table>
Bibliography


Instructional Quality Matrix - Impact/Guiding Questions

Following are questions that provide guidance for our WSBC districts to consider in their local use of the IQM without prescribing any particular use. They are organized into the following categories:

1. Purpose, which also includes audience and context
2. Principal Support
3. Evidence
4. Attitudes and Beliefs

**Purpose**
- What are the underlying components of IQM that you have used?
- Why have you decided to use this tool, and for what desired outcome(s)?
- How has your district used the IQM to frame conversations? (districts should monitor these conversations and document how the IQM has informed them for sharing at the Spring WSBC meeting)
- How did/will you decide what audiences and for what purpose(s) you will use the IQM? Did you decide to work within one Dimension and discuss answers to the IQM questions for all stakeholders represented? Did you choose a stakeholder group and work vertically across all 5 dimensions? How did you narrow that scope for the highest leverage?
- In what ways did you use the IQM with teachers to improve instructional quality? With students to increase learning?
- Have you used this individually with principals or have you used this collectively with with your principal supervisors or district leadership team as a group?
- Within what context(s) will you use the IQM? Did you read through the questions and dialogue around them? Did you look at student work? What artifacts did you use in order to gather the answers to these questions when using the IQM?

**Principal Support**
- How has the IQM been used to more deeply inform how you supervise principals and/or supervisors of principals?
- In what ways did you use the IQM with central office staff to support principals? Did you do that with all units in the central office, or those who have line authority?
- Did you use this as a coaching tool or as an evaluation tool?
- What influence did this tool have on goal setting?

**Evidence**
- What evidence will you look for and collect to know that use of the IQM has produced intended outcomes? Did you create a product of best practices as you worked through the questions with your individual or teams? How did you relate the evidence to the results that principal or group is getting? How did you use the IQM questions and the evidence to determine next steps?
- What similarities and differences were found when using with various stakeholder groups?
- How did this tool influence the professional development offered to the different stakeholder groups?
- How do we know this makes a substantive difference in student learning?
- How does it support new teachers, professional learning for veteran teachers and influence the conversations between teachers, principals and teacher to principal?
Attitudes and Beliefs

- How did the use of the IQM redefine or change the role of the central office or principals?
- In what ways did use of the IQM result in common language and common perceptions around Instructional Quality?
- What evidence do you see when using the IQM that any and all stakeholders have changed their beliefs about instructional quality?
- How has use of the IQM helped identify systemic barriers or inequities for instructional improvement and subsequently defining the next level of work?
Models of Use

The Instructional Quality Matrix task group completed an eight month local district study on potential uses of the IQM during the 2014-15 school year. These activities have been documented using a common template format on the pages following this summary.

Key goals of the study
• Understand the application and implications of the Instructional Quality Matrix in WSBC districts
• Share the key findings from our Community of Practice and proposed next steps

Purpose of the IQM
A resource for formative assessment and learning focused conversations IQM work groups during the past year

Emerging Themes
Developing and supporting plans/proposals
• Lake Washington
Defining the roles and work of specific stakeholder groups
• Peoria and Cherry Creek
Supporting leadership development
• Plano, Poway and Vancouver
Reflecting on the effectiveness of an initiative
• Vancouver and Lake Washington
Fostering reflective discussion on district work
• Blue Valley

Key Findings
The Instructional Quality Matrix:
• Applies in all seven WSBC districts and adds value in varied contexts
• Informs the work within a district as a process rather than an isolated product
• Provides a common vocabulary, common structure and common protocol for becoming a community of practice
• Creates opportunities to incorporate diverse perspectives

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Additional information for each of the models of use can be requested using the district and staff contact information at the top of each template.
Instructional Quality Matrix Local District Implementation
Models of Use
Blue Valley School District

District and Staff Contact
Contacts: Dr. Sue Dole, Deputy Superintendent: sdole@bluevalleyk12.org
Dr. Tonya Merrigan, Executive Director of Curriculum and Instruction:
tmerrigan@bluevalleyk12.org

Audience
Elementary Building Administrators, District Administrators and District Office Certified Support Staff

Dimensions and/or Impact Questions Considered
All 5 dimensions were discussed at a monthly professional development meeting. To open the meeting we divided randomly into 5 groups consisting of elementary principals, district office administrators and district office certified support staff. Each group took a dimension as well as 3 questions for principals and spent some time discussing. Our focus was on what those questions implied about good classroom instruction and ties that they could identify to the work we were doing in Blue Valley.

See attached documents regarding notes on the discussion of each dimension.

Discussion and/or Implementation Outline
  Continued use as discussion and reinforcement for the work being done to support classroom instruction.

Next Steps:
  Continued use as discussion around classroom instruction and best practices.

Initial evidence/results observed

Suggestions for subsequent steps

Suggestions for other school systems interested in implementing this model
Instructional Quality Matrix Local District Implementation
Models of Use
Blue Valley School District

District and Staff Contact
Contacts: Dr. Sue Dole, Deputy Superintendent: sdole@bluevalleyk12.org
Dr. Tonya Merrigan, Executive Director of Curriculum and Instruction: tmerrigan@bluevalleyk12.org

Audience
Secondary Building Administrators, District Administrators and District Office Certified Support Staff

Dimensions and/or Impact Questions Considered
All 5 dimensions were discussed at a monthly professional development meeting. To open the meeting
we divided randomly into 5 groups consisting of elementary principals, district office administrators and
district office certified support staff. Each group took a dimension as well as 3 questions for principals
and spent some time discussing. Our focus was on what those questions implied about good classroom
instruction and ties that they could identify to the work we were doing in Blue Valley.

See attached documents regarding notes on the discussion of each dimension.

Discussion and/or Implementation Outline
Continued use as discussion and reinforcement for the work being done to support classroom
instruction.

Next Steps:
Continued use as discussion around classroom instruction and best practices.

Initial evidence/results observed

Suggestions for subsequent steps

Suggestions for other school systems interested in implementing this model
Instructional Quality Matrix Local District Implementation
Models of Use
Cherry Creek School District

District and Staff Contact
Judy Skupa, Assistant Superintendent, Performance Improvement: Jskupa2@cherrycreekschools.org
Scott Siegfried, Associate Superintendent, Educational Operations: ssiegfried@cherrycreekschools.org
Cherry Creek School District
4700 S Yosemite
Greenwood Village CO 80111
720-554-5416

Audience
Central Administrators: Principal Supervisors, Program Directors

Dimensions and/or Impact Questions Considered
We are using the Matrix to guide our leadership discussions as we develop our 3 year plan. We started with the domain, Ensuring Continuous Instructional Improvement. Using the questions under District Leader, we identified current practices and the desired state. This gap was then used to identify key actions and progress monitoring or professional development needs.

Cultivating Leadership framed the conversation for the continued development of our teacher leadership certificate. Additionally, questions have been used to frame coaching conversations with department supervisors.

Discussion and/or Implementation Outline
After our first session, it was apparent that we needed to reestablish purpose for these questions and discussion. It was not to gather data for evaluation about the work of an individual, but to focus our work as a system. It also is used to focus our support of teachers and principals in a more cohesive and stronger way as we continue to transform the learning experience for all students.

Next Steps:
We will continue to use the guiding questions as a part of our continuous improvement model and implementation of the 3 year plan to ensure that we are reflecting deeply about our practice.

It is anticipated that supervisors of administrators and coordinators will begin to use the questions in the spirit of continuous improvement within their staff as they implement key actions from the plan and gather evidence regarding effectiveness of our programs and practices.

The focus will shift to Shaping a Vision of Academic Success as we delve deeper as to why our achievement, while high, has been stable for the last 2-3 years. These questions are a natural match to the strategies and key actions that frame our department/division plans.

Initial evidence/results observed
Our first venture was discussion within a large group of 12-15 individuals. Subsequent conversations were held in smaller groups, 5-6, where the comfort level was more welcoming.
Also, the information gleaned from the group was used to further the development of our instructional programming. We found that our conversations around progress monitoring were focused heavily on summative assessments while our work with teachers is focusing more and more on effective formative assessments. This information was useful so that we are more aligned across our departments in our practices.

**Suggestions for subsequent steps**
We are still experimenting of how the matrix will influence our work. We anticipate that as District leaders use these questions to reflect on their own practice, they will begin to weave these into their department meetings as well as their individual discussions with staff.

**Suggestions for other school systems interested in implementing this model**
Looking forward to discussing with colleagues in Poway so that greater insight is available!
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
Anti-Bullying Advisory Committee (A-BAC)

District and Staff Contact
Jon Holmen, Associate Superintendent: jholmen@lwsd.org or 425-936-1310
Matt Gillingham, Director of Student Services: mgillingham@lwsd.org or 425-936-1289

Audience
- Students
- School Administrators
- School Staff

Impact Questions Considered
Dimension: Culture and Climate

STUDENT:
How does the student value and contribute to learning communities of which they are a part?
- How does the student participate in developing a learning environment of trust, respect, and risk taking?

TEACHER:
How does the teacher demonstrate both the belief that all students have the capacity for learning and the responsibility for creating the conditions where learning will occur for all?
- How does the teacher create a classroom culture that leverages the cultural assets of students and their families?
- How does the teacher create an environment where students can direct their own learning?

PRINCIPAL:
How does the principal develop a culture of collective responsibility for student learning?
- How does the principal identify and successfully address barriers and distractions that interfere with student learning?
- How does the principal support student, family, culture, and community issues of well-being?
- How does the principal develop and model an atmosphere of personal responsibility, trust, and collaboration among students and staff?

DISTRICT:
How does the district leader create opportunities to openly engage stakeholders in shaping strategic priorities for student learning?
- How does the district leader support student, family, culture, and community issues of well-being?
- How does the district leader leverage community and cultural assets to support student learning?
Discussion and/or Implementation Outline
The Anti-Bullying Advisory Committee (A-BAC) was initiated during the 2013-14 school year. The purpose of A-BAC is to provide strategies and resources to schools focused on key topics related to issues of climate, culture, and civility. This year A-BAC is engaging a variety of stakeholders across the district in the development and sharing of strategies and programs that work to reduce the impact of bullying in schools and making them a kinder place for all students. Part of the work will continue previous efforts to build student-leadership capacity within schools.

The Scope of A-BAC:
- Continued sharing of best practices for creating kind and caring cultures within our schools
- Addressing cyber-bullying and cyber-safety at all grade levels
- Advancing the dialogue about how our schools can be safe places for all students regardless of gender identity or sexual orientation
- Supporting the role of student-leadership within our schools
- Identifying ways to help authors of bullying come to terms with their actions as well as ways to repair relationships in the aftermath of bullying
- Creating a process for identifying issues earlier for the 2015-16 school year

2014-15 Committee Topics to Address:
- Cyberbullying and cyber-safety
- Prevention sharing
- Gender/orientation identity
- Safe Schools Ambassadors: tools for circumventing bullying
- Restorative practices in addressing bullying
- Student Summit

See documentation below for specifics of A-BAC’s work.

Next Steps:
Further resources for study and subsequent discussion:

Action(s) initiated:
- Continue refinement of A-BAC scope
- Continue definition of A-BAC outcomes
- Continue outreach to impacted stakeholders

Initial results observed
- Positive feedback from principals regarding the support and strategies received from A-BAC
- Positive feedback from stakeholder groups
- Positive feedback from students regarding the topics selected to address
## Suggestions for subsequent steps

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 5th</td>
<td>Cyberbullying and cyber-safety</td>
<td>We will engage in learning about the latest cyber-issues and resources available to schools and families. Additionally, we will have a dialogue about how we can move forward in supporting students in the ever-shifting landscape of cyber-behavior. Advisory leaders are particularly invited to attend.</td>
</tr>
<tr>
<td>December 3rd</td>
<td>Prevention sharing</td>
<td>Each school representative group will be invited to share and highlight some of the great work they are doing to create kind and caring cultures. We will share within levels (elementary, middle, high) as well as across levels.</td>
</tr>
<tr>
<td>January 15th</td>
<td>Gender/orientation identity</td>
<td>Students who are GLBTQ (Gay, Lesbian, Bi-Sexual, Transgender, Questioning) are at greater risk for being victimized by bullying than most other groups of students. This meeting will engage participants in a dialogue about how we can support students at all levels and begin to identify the learning needs of our staff and students.</td>
</tr>
<tr>
<td>February 4th</td>
<td>Safe Schools Ambassadors: tools for circumventing bullying</td>
<td>We have four schools (Juanita HS, Tesla STEM HS, International Community School, and Lake Washington HS) who are receiving Safe School Ambassador (SSA) training this year. This meeting will provide us with an opportunity to learn about the SSA program and the impact it is having on those schools. Additionally, we will be inviting SSA leaders from these schools to share strategies they’ve learned to interrupt or prevent bullying.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic(s)</td>
<td>Description</td>
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<tr>
<td>March 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Restorative practices in addressing bullying</td>
<td>Bullying is a relational issue and this meeting will explore how we can begin to repair the damage done to the author, victim and community when bullying occurs. We will identify concrete strategies and approaches used in restorative justice practices that schools can adopt to respond to instances of bullying.</td>
</tr>
<tr>
<td>April 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student Summit&lt;br&gt;Parent Dialogue (separate)</td>
<td>Ultimately, our students need to have a voice in the culture of their schools. We envision engaging all of our schools in a dialogue about what is working and what needs to be addressed for the coming year. Student representatives will be invited to participate in this district-level summit. Parents of student-representatives are invited to stay if they choose to participate in a parent-only dialogue about school culture.</td>
</tr>
<tr>
<td>May 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Closing/Wrap-up/Look-ahead</td>
<td>As we wrap up the year, we will have each school share out about the progress they made this year. Additionally, we will be identifying resources for students to engage with over the summer that relate to our goal of creating sustainable cultures of kindness. Finally, we will bring closure to the year by revisiting our student summit to identify our work for the 2015-16 school year.</td>
</tr>
</tbody>
</table>

**Suggestions for other school systems interested in implementing this model**

- Determine opportunity for long term funding
- Ensure school teams understand what it means to fully implement AVID prior to moving forward
- Align middle school adoption of AVID with feeder high school to ensure consistency of programing from 6<sup>th</sup>-12<sup>th</sup> grades
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
Advancement Via Individual Determination (AVID)

District and Staff Contact
Jon Holmen, Associate Superintendent: jholmen@lwsd.org or 425-936-1310
Matt Gillingham, Director of Student Services: mgillingham@lwsd.org or 425-936-1289

Audience
- Middle and High School Administrators
- General Education Teachers
- Counselors
- Students

Impact Questions Considered
Dimension: Shaping a Vision of Academic Success for all Students

STUDENT:
How do students demonstrate they are on a path for college and career readiness?
- How does the student regularly engage family members in conversations about career and college planning?
- How does the student set goals, self-assess, and adjust their learning path?
- How does the student communicate complex thinking and apply learning from different disciplines?

TEACHER:
How does the teacher work with colleagues to develop tasks that promote critical thinking, reflective practice and application in complex content aligned to the state and national standards?
- How does the teacher communicate high expectations to the students and families?
- How does the teacher ensure equitable access to rigorous learning experiences?
- How does the teacher establish purpose and relevance to engage students?

PRINCIPAL:
How does the principal facilitate a dynamic learning community to promote a shared vision of universal student achievement?
- How does the principal challenge the beliefs, biases, assumptions and practices that interfere with achieving the vision for all?
- How does the principal communicate to all stakeholders the high expectations in the school?
- How does the principal ensure equitable access to a rigorous learning experience?
- How does the principal advance alternative options for students to meet college and career readiness standards?
DISTRICT:
How does the district leader shape a dynamic vision of academic excellence for all students?
- How does the district leader create enabling conditions as a system and individually to ensure academic excellence?
- How does the district leader ensure success for all students?
- How does the district leader ensure and communicate that high expectations exist for all learners?
- How does the district leader establish an environment that believes all students can and will learn (growth mindset)?

Discussion and/or Implementation Outline
See documentation below.

Next Steps:
Further resources for study and subsequent discussion:
- http://www.avid.org/

Action(s) initiated:
- Planning years for two middle schools in preparation for implementation of elective course
- Implementing of school-wide strategies
- Training of school site teams
- Training of District AVID Coordinator
- Providing opportunity for other schools to start planning and work towards implementation

Initial results observed
- Positive feedback from teachers regarding school wide strategies
- Positive feedback from school site teams regarding planning and learning in preparation for implementation
- Positive feedback on AVID specific training

Suggestions for subsequent steps
- Support Evergreen Middle School and Redmond Middle School with implementation of AVID elective
- Determine scalability of AVID elective within LWSD secondary schools
- Determine professional development integration with AVID resources

Suggestions for other school systems interested in implementing this model
- Determine opportunity for long term funding
- Ensure school teams understand what it means to fully implement AVID prior to moving forward
- Align middle school adoption of AVID with feeder high school to ensure consistency of programming from 6th-12th grades
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
Continuous Improvement Process (CIP)

District and Staff Contact
Jon Holmen, Associate Superintendent: jholmen@lwsd.org or 425-936-1310

Audience
- Middle and High School Administrators
- General Education Teachers
- Counselors
- Students

Impact Questions Considered
Dimension: Managing Systems for People, Data, and Processes to Foster School Improvement

TEACHER:
How does the teacher analyze data to inform, design, and implement systematic strategies that improve student learning?
- How does the teacher continually monitor individual student learning?
- How does the teacher analyze student data to inform team discussions and decisions?
- How does the teacher collaboratively discuss/analyze student performance results with student, parents, and colleagues?
- How does the teacher facilitate student’s reflective monitoring of his or her own progress?
- How does the teacher use formative and summative assessments to ensure all students are continuously learning?
- How does the teacher use targeted interventions or adjustments to address the learning needs of all students?

PRINCIPAL:
How does the principal effectively balance instructional leadership and management responsibilities to improve student learning?
- How does the principal model and promote collaboration that fosters productive learning communities?
- How does the principal analyze and integrate the scope of change and innovation to implement timely and appropriate improvements in the system?
- How does the principal implement strategic efforts to recruit, select and retain the best staff?
- How does the principal collaboratively analyze/discuss student performance results with students, parents, teachers, and colleagues?
- How does the principal collaboratively use data to inform decisions about instruction, professional learning, teacher effectiveness, and student learning?
- How does the principal manage resources to best support student achievement?

DISTRICT:
How does the district leader develop, provide, and streamline systems that empower others to concentrate their efforts on instructional leadership?
• How does the district leader create and facilitate strategic efforts to recruit, select, induct, develop, and retain the best staff?
• How does the district leader formalize professional learning, collaboration and leadership development around systems and processes for school improvement?
• How does the district leader create an adaptive system to quickly and proactively address problems in instruction, personnel and student performance?
• How does the district leader develop and provide student assessment and data management systems to inform instructional decisions?
• How does the district leader promote and use innovation to improve learning?
• How does the district leader ensure resources are strategically aligned to promote the district vision?

Discussion and/or Implementation Outline
The Lake Washington School District is currently in the Evaluation cycle for the school improvement planning process called the Continuous Improvement Process (CIP). The district has implemented a number of processes over the last 10 years based on feedback from building principals and central office leaders.

Next Steps:
Further resources for study and subsequent discussion:
• State of Washington School Improvement Planning Guide

Action(s) initiated:
• Plans associated with graduating classes referred to as “class of” – allows schools to understand students being on track to graduate
• Intentional efforts to ensure schools conduct reflection (previous goals) and goal setting (new goals) activities
• Encourage schools to nest goals for better alignment of work
• Feedback sought from certificated and administrative staff regarding what is working and what is not working with current CIP

Initial results observed
• Class of has provided good feedback to schools regarding students being on track to graduate
• Class of has been a challenge for high schools as this is not in alignment with typical class configurations – have needed to use internal data system to access this data

Suggestions for subsequent steps
• Align on-time graduation efforts with CIP
• Align drop-out reengagement efforts with CIP
• Directly align district milestones and indicators of progress with CIP
• Ensure CIP is meaningful at teacher, principal, district, and board levels

Suggestions for other school systems interested in implementing this model
• Engage stakeholders in the evaluation of current School Improvement Planning processes
• Incorporate the strategic efforts (ex. On-time graduation efforts) into School Improvement Planning process
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
College Bound Scholarship

District and Staff Contact
Jon Holmen, Associate Superintendent: jholmen@lwsd.org or 425-936-1310
Matt Gillingham, Director of Student Services: mgillingham@lwsd.org or 425-936-1289

Audience
- Middle and High School Administrators
- Counselors
- Students

Impact Questions Considered
Dimension: Shaping a Vision of Academic Success for all Students

STUDENT:
How do students demonstrate they are on a path for college and career readiness?
- How does the student regularly engage family members in conversations about career and college planning?
- How does the student set goals, self-assess, and adjust their learning path?

TEACHER:
How does the teacher work with colleagues to develop tasks that promote critical thinking, reflective practice and application in complex content aligned to the state and national standards?
- How does the teacher communicate high expectations to the students and families?
- How does the teacher establish purpose and relevance to engage students?

PRINCIPAL:
How does the principal facilitate a dynamic learning community to promote a shared vision of universal student achievement?
- How does the principal challenge the beliefs, biases, assumptions and practices that interfere with achieving the vision for all?
- How does the principal advance alternative options for students to meet college and career readiness standards?

DISTRICT:
How does the district leader shape a dynamic vision of academic excellence for all students?
- How does the district leader create enabling conditions as a system and individually to ensure academic excellence?
- How does the district leader ensure success for all students?
- How does the district leader ensure and communicate that high expectations exist for all learners?
- How does the district leader establish an environment that believes all students can and will learn (growth mindset)?
**Discussion and/or Implementation Outline**

The College Bound Scholarship targets a group of students that are underrepresented when looking at college application, acceptance, and enrollment rates. While College Bound targets low-income, Foster, and other specific demographics, the strategies to ensure on-time graduation apply. The State of Washington allows students that have been accepted by 8th grade in the College Bound Scholarship program to be identified in the student information system as a cohort. This allows schools to monitor and target interventions and activities to this group.

For implementation plan information see documentation below.

**Next Steps:**

*Further resources for study and subsequent discussion:*

Best Practices in Raising High School Graduation Rates, Hanover Research (2014). (see full report below)

**Overview of Key Findings:**

Improving graduation rates requires an overarching strategic vision for systemic problem-solving. In general, a systemic approach should include simultaneous pursuit of a combination of targeted and school-wide initiatives. School-wide reforms should ensure that instruction remains rigorous and challenging for students and demonstrate the connection between education and future success. Personalized learning experiences and strong relationships with school staff also contribute to students’ academic success and promote high graduation rates.

At-risk students should be identified early in their high school careers and supported with targeted intervention programs before they begin to fall behind. Interventions are particularly important in ninth grade, which research indicates is the “make or break” year for completing high school. Practical metrics for identifying at-risk students include attendance rates and performance in core courses. School districts should use data systems to track these measures and identify appropriate intervention points.

Research-supported programs commonly focus on creating a personalized set of supports for students, supporting students during key transitions, and ensuring that the curriculum remains rigorous and relevant. This report profiles the following successful programs.

- **Career academies** offer relevant, career-centered curricula coupled with small learning communities to create a more supportive, personalized learning environment.
- **Check & Connect** incorporates routine monitoring to track student performance and provides personal guidance to increase these students’ sense of engagement.
- **School Transitional Environmental Project (STEP)** eases freshman students’ transition into high school with teacher mentors and small learning communities.
- **Advancement via Individual Determination (AVID)** emphasizes college readiness and focuses on promoting student achievement.

**School districts with exemplary graduation rates use a number of proven best practices for promoting high graduation rates.** Programs at these school districts shared similar features in that they:

- Proactively identify at-risk students
- Use multiple types of interventions
Focus on freshman students
Have dedicated teams of staff members to support struggling students

**Action(s) initiated:**

<table>
<thead>
<tr>
<th>2014-15 School Year</th>
<th>2015-16 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing a better understanding of current processes and procedures</td>
<td>• Moving to online enrollment to allow for better tracking</td>
</tr>
<tr>
<td>• Ensuring all students understand their opportunity to register for College Bound in 8th grade</td>
<td>• Identifying College Bound students in Skyward to support as a cohort</td>
</tr>
<tr>
<td>• High rate of enrollment (92%)</td>
<td>• High school counselors determining, by year, specific activities to engage College Bound cohort in to prepare for graduation and college entrance</td>
</tr>
</tbody>
</table>

**Initial results observed**

- High enrollment rates (92%) across the district by the end of 8th grade
- High School Counselors see value in having students enrolled in College Bound as a cohort and targeting specific interventions and strategies to establish a college going culture

**Suggestions for subsequent steps**

- Monitor and adjust proposed activities as necessary
- Ensure a system is in place for all at-risk students – not just students enrolled in the College Bound Scholarship program

**Suggestions for other school systems interested in implementing this model**

- Use research to help think about your current system of intervention for at-risk or underrepresented students
- Consider developing an action plan that provides intentional experiences for at-risk and underrepresented students
Instructional Quality Matrix Local District Implementation Models of Use
Lake Washington School District Professional Learning Coaches Program

District and Staff Contact
Jon Holmen, Associate Superintendent: jholmen@lwsd.org or 425-936-1310
Dale Cote, Director of School Support: dcote@lwsd.org or 425-936-1244

Audience
Principals

Impact Questions Considered
Dimension: Cultivating Leadership

Principal:
How does the principal cultivate shared responsibility toward continuous learning and growth in instructional quality?
- How does the principal establish a continuous learning culture for the teachers on the campus?
- How does the principal continuously seek new knowledge in order to further hone his/her skills as a leader?
- How does the principal communicate and implement a core belief of high expectations for every teacher and student?
- How does the principal provide ongoing coaching with constructive feedback for teachers?

DISTRICT:
How does the district leader focus on developing leadership capacity?
- How does the district leader organize and focus professional learning opportunities, collaboration, and leadership development to increase student achievement?
- How does the district leader encourage, coach and develop instructional leadership in self and others?
- How does the district leader foster encourage innovation and risk taking to support the learning needs of students?
- How does the district leader create a safe and trusting environment for leaders to professionally and personally learn from one another?

Discussion and/or Implementation Outline
The Directors of School Support (DSS) participated with each principal within their learning community in at least one observation cycle with a selected teacher. Each DSS has 9-12 principals they directly supervise and evaluate.

There were 4 main goals for this new practice:
2. Ensuring best practices during observation cycles.
3. Engaging in rich discussions regarding instruction and quality feedback.
4. Improve principal skill in observations and quality feedback to teachers for the purpose of increased student achievement.
The process was for DSS to observe, take notes, and provide feedback to principals during the observation cycle with teachers which included a pre-conference, lesson observation, and post-conference. The DSS focus was on the quality of principal questioning, feedback, and instructional focus with teachers during the observation cycle. This resulted in the DSS observing the principal observing the teacher providing instruction to students.

Next Steps:
Further resources for study and subsequent discussion
- Blended Coaching by Bloom, Castagna, Moir, and Warren
- Charlotte Danielson’s Framework for Teaching
- Lake Washington School District Unit and Lesson Planning Guide

Action(s) initiated
- Discussion with labor management to provide clarity and purpose
- Direction to principals on purpose and process
- DSS agreement to observe all parts of the cycle with the principal and teacher; pre-conference, observation, post-conference
- DSS research and discussion on quality instruction

Initial results observed
- Sharing of best practices among principals during monthly principal learning community meetings
- Calibration of our Professional Growth and Evaluation System
- Rich conversations on quality instruction observed between teachers and principals
- Rich conversations on quality instruction between principals and DSS
- Rich conversations on quality feedback to improve teaching between principals and DSS
- Informal feedback from principals on the professional growth this experience has provided them

Suggestions for subsequent steps
- Expand DSS observations to include Associate Principals
- To be more intentional in the DSS debriefing in order to share, reflect, and discuss problems of practice with the observation cycle experiences
- Calibrate DSS process with principals during the observation cycle
- Continue DSS research and discussion on quality instruction
- DSS research and discussion on quality feedback

Suggestions for other school systems interested in implementing this model
- Discuss with labor management the purpose is focused on helping principals improve their practice
- Utilize your district’s professional growth and evaluation system
- Utilize your district approved framework for teaching
- Complete entire process with principal and teacher; pre-conference, observation, and post-conference
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
High School and Beyond Plan

District and Staff Contact
Matt Manobianco, Associate Superintendent: mmanobianco@lwsd.org

Audience
- Middle and High School Administrators
- Middle and High School Teachers
- Counselors
- Students
- Parents

Impact Questions Considered
 Dimension: Ensuring Continuous Instructional Improvement

Student
How do students demonstrate they are on a path for college and career readiness?
- How does the student regularly engage family members in conversations about career and college planning?
- How does the student set goals, self-assess, and adjust their learning path?

Teacher
How does the teacher work with colleagues to develop tasks that promote critical thinking, reflective practice and application in complex content aligned to the state and national standards?
- How does the teacher communicate high expectations to the students and families?
- How does the teacher advocate for and communicate the school and district vision for academic success?
- How does the teacher ensure equitable access to rigorous learning experiences?
- How does the teacher establish purpose and relevance to engage students?

Principal
How does the principal facilitate a dynamic learning community to promote a shared vision of universal student achievement?
- How does the principal engage all stakeholders in understanding the vision of academic success for all students?
- How does the principal challenge the beliefs, biases, assumptions and practices that interfere with achieving the vision for all?
- How does the principal communicate to all stakeholders the high expectations in the school?
- How does the principal ensure equitable access to a rigorous learning experience?
- How does the principal advance alternative options for students to meet college and career readiness standards?
**District Leader**
How does the district leader shape a dynamic vision of academic excellence for all students?
- How does the district leader create enabling conditions as a system and individually to ensure academic excellence?
- How does the district leader ensure success for all students?
- How does the district leader ensure and communicate that high expectations exist for all learners?
- How does the district leader establish an environment that believes all students can and will learn (growth mindset)?

**Discussion and/or Implementation Outline**
See project plan below.

**Next Steps:**

**Further resources for study and subsequent discussion**
- See below:
  - LWSD Mission, Vision, Student Profile, Guiding Principles
  - High School and Beyond Plan State and District Graduation Requirements
  - LWSD Aligning the High School and Beyond Plan for 4-year Planning for Class of 2019
  - LWSD HSP: Career Cruising Completion Standard for Class of 2019

**Action(s) initiated**
- See project plan below

**Initial results observed**
- Creation of a new LWSD High School and Beyond Plan
- Alignment of the plan with state and district graduation requirements
- Identification of an online tool to support and house the plans
- Audit of current school plans to determine a “from here” “to there” plan for each high school

**Suggestions for subsequent steps**

1. Develop a comprehensive implementation plan
2. Provide training on the process and tool for all stakeholders
3. Monitor, evaluate, and make adjustment throughout the four year phase in process

**Suggestions for other school systems interested in implementing this model**
- Include all stakeholder in the planning and learning stages of the project
- Allow for a staggered implementation process
- Determine what is tight and what is loose
- Ensure coherence across levels
Instructional Quality Matrix

Local District Implementation Models of Use

Lake Washington School District
Professional Communities and Collaboration (PCC) and
Professional Growth and Evaluation (PGE)

District and Staff Contact
Jon Holmen, Associate Superintendent: jholmen@lwsd.org or 425-936-1310

Audience
• District Leaders
• Principals
• Teachers

Impact Questions Considered

Dimension: Ensuring Continuous Instructional Improvement

TEACHER:
How does the teacher leverage, monitor and adjust instructional practice to ensure all students reach established standards?

• How does the teacher personalize instruction to scaffold support and extend learning in order for all students to reach their learning targets?
• How does the teacher use descriptive feedback, assessment, and data findings to promote changes in instructional practices or organizational structure to improve student learning?
• How does the teacher engage in on-going professional learning and implementing innovative research-based practices?
• How does the teacher reflect on instructional practice through self-evaluation, peer review, and student input, based upon an established instructional framework?
• How does the teacher differentiate tasks to engage the student in a deeper learning experience?
• How does the teacher de-privatize and collaborate with colleagues as the primary means to improve instruction?

PRINCIPAL:
How does the principal collaboratively establish and adapt a culture of instructional excellence and innovation?

• How does the principal establish a culture where academic standards are used to set and monitor goals aligned to expectations of student achievement and effective instruction?
• How does the principal pro-actively address emerging trends in instruction?
• How does the principal create a continuous system of data and feedback with all stakeholders to adapt goals, curriculum and instructional decisions?
• How does the principal create a culture to develop alignment of district-adopted curriculum and the instructional framework?
• How does the principal implement a multi-faceted and comprehensive program of professional growth?
• How does the principal create an adaptive system to quickly and proactively address problems in instruction, personnel and student performance?
District:

How does the district leader collaboratively establish and adapt a culture of instructional excellence and innovation?

- How does the district leader establish consistent implementation of a comprehensive and evolving set of academic standards and the district instructional framework?
- How does the district leader establish a continuously adaptive framework for professional growth that is multi-faceted, aligned to district, site goals and student performance data, as well as the district instructional framework?
- How does the district leader establish and monitor actionable feedback on growth in critical measures of success for each student? Student groups?
- How does the district leader forecast and pro-actively address emerging trends in instruction?
- How does the district leader design, develop, refine, and align the curriculum to the vision?
- How does the district leader ensure instructional practices correlate to student learning?
- How does the district leader ensure curriculum is communicated, monitored and integrated throughout the system?
- How does the district leader ensure diagnostic and formative assessments are aligned to the district’s curriculum and integrated throughout the system?

Discussion and/or Implementation Outline

Over 14 years ago, the Lake Washington School District implemented a Professional Growth and Evaluation (PGE) system based on Charlotte Danielson’s Framework for Teaching. The Framework for Teaching provides the description of effective teaching which is expected in all instructional settings. The PGE is most effective when it has meaningful connections to a teacher’s collaborative team. Lake Washington has defined collaborative teams as Professional Communities and Collaboration (PCC). Within a PCC, a teacher focuses on student data, instructional strategies, curriculum implementation, assessment strategies, and professional learning.

Principals work with teachers on their PGE and PCC work through a variety of strategies.

- In Classrooms Every Day (ICED): It is an expectation that principals have a plan to conduct informal walkthroughs on a daily basis.
- Informal as part of Evaluation: Part of the teacher contract highlights the agreement that a teacher evaluation is inclusive of both formal and informal observations.
- Growth Goal Conferences: All teachers are required to meet with their evaluator to discuss setting student growth goals. In order to set student growth goals the teacher needs to understand his/her students, curriculum, instructional strategies, and assessment plan.

As part of Lake Washington School District’s efforts to provide meaningful collaborative opportunities to staff a number of actions have occurred:

- As part of negotiations with the teacher association time has been set aside for teachers to collaborate with their team.
- The district developed a document that outlines the actions and behaviors of a professional community and further defines professional collaboration (document attached below).
- Intentional efforts to combine PGE student growth goal setting and PCC work.
- Use of valid processes to analyze data such as Data Teams
**Next Steps:**

*Further resources for study and subsequent discussion:*
- Charlotte Danielson, Framework for Teaching (2011)

**Action(s) initiated:**
- Refinement process annually to ensure effective implementation
- Teacher and principal training annually
- Director of School Support observation of principals during formal evaluation
- Teachers training in Data Teams process

**Initial results observed**
- Principals demonstrate a more effective implementation of an evidence based evaluation system
- Principals demonstrate growth in effectively implementing collaborative practices
- Teachers report their collaborative practices have a positive impact on their classrooms and on student achievement

**Suggestions for subsequent steps**
- Make more explicit connections between goal setting practices (school improvement, student growth, evaluation)
- Determine professional learning needs of staff regarding processes for analyzing student data

**Suggestions for other school systems interested in implementing this model**
- Engage building leaders in the development of proposed changes
- Make meaningful connections between collaborative practices and strategic work (standards/assessment/curriculum)
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
Cycle of Implementation: Planning, Learning, Implementing and Evaluating (PLIE)

**District and Staff Contact**
Traci Pierce, Superintendent: tpierce@lwsd.org, 425-936-1254

**Audience**
- District Leaders

**Impact Questions Considered**

**Dimension: Shaping a Vision of Academic Success for all Students**
- How does the district leader shape a dynamic vision of academic excellence for all students?

**Dimension: Culture and Climate**
- How does the district leader create opportunities to openly engage stakeholders in shaping strategic priorities for student learning?

**Dimension: Cultivating Leadership**
- How does the district leader focus on developing leadership capacity?

**Dimension: Ensuring Continuous Instructional Improvement**
- How does the district leader collaboratively establish and adapt a culture of instructional excellence and innovation?

**Dimension: Managing Systems for People, Data, and Processes to Foster School Improvement**
- How does the district leader develop, provide, and streamline systems that empower others to concentrate their efforts on instructional leadership?

**Discussion and/or Implementation Outline**
The Lake Washington School District has established milestones and indicators of progress. In order to work towards these milestones and indicators, the district has used a comprehensive Cycle of Implementation called the PLIE cycle. This cycle ensures successful Planning and Learning prior to Implementation. Additionally, an intentional Evaluation process is scheduled to ensure success of the initiative.
**Next Steps:**

*Further resources for study and subsequent discussion:*
- District Strategic Plan (attached below)
- District Strategic Plan Update & 2013-14 Annual Report (attached below)

*Action(s) initiated:*
- Intentional process to ensure strategic plan reflects the most essential work and where the initiative is in the PLIE cycle
- Use of Survey Feedback from staff and community regarding strategic work efforts
- Collaborative meeting and planning with certificated staff, administrative staff, and Superintendent’s advisory team to determine most essential work
- Alignment of budget process with strategic planning process
- Determination of staff professional learning time with strategic planning process

**Initial results observed**
- Positive feedback from staff and administrators
- More effective implementation of large initiatives
- Better understanding of organizational needs

**Suggestions for subsequent steps**
- Become more effective at Evaluating initiatives
- Continue using feedback to inform strategic planning process

**Suggestions for other school systems interested in implementing this model**
- Infuse the language of your “cycle of implementation” so staff become familiar with the terminology
- Align resources (time, people, money) with strategic work to ensure the cycle of implementation has the flexibility to ensure a complete cycle
- At the onset of an initiative, determine success criteria and how you will evaluate the initiative
Planning, Learning, Implementing, Evaluating (PLIE) Cycle

**Evaluating Phase:**
- Step 7: Assess Effectiveness toward Meeting Desired Outcomes
  - Step 7: Refine Approach
  - Step 5: Monitor and Collect Effectiveness Data (quantitative & qualitative)

**Establish Desired Outcomes using Data to Inform Direction:**
- Step 1: Establish Desired Outcomes
- Step 2: Gauge Readiness to Implement
  - Step 3b: Build Readiness to Implement
  - Step 3a: Research and Development

**Support, Coach, Assist:**
- Step 4b: Support, Coach, Assist

**Implement:**
- Step 4a: Implement

**Planning & Learning Phase:**
- Steps 1 - 3

**Implementing Phase:**
- Steps 4 - 6

Source: Journal of National Staff Development Council
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
Professional Learning Coaches Program

District and Staff Contact
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Stephen Bryant, Director of Student and Professional Learning: sbryant@lwsd.org or 425-936-1324

Audience
General and Special Education Teachers

Impact Questions Considered
Dimension: Ensuring Continuous Instructional Improvement

TEACHER:
How does the teacher leverage, monitor and adjust instructional practice to ensure all students reach established standards?

- How does the teacher personalize instruction to scaffold support and extend learning in order for all students to reach their learning targets?
- How does the teacher use descriptive feedback, assessment, and data findings to promote changes in instructional practices or organizational structure to improve student learning?
- How does the teacher engage in on-going professional learning and implementing innovative research-based practices?
- How does the teacher reflect on instructional practice through self-evaluation, peer review, and student input, based upon an established instructional framework?
- How does the teacher differentiate tasks to engage the student in a deeper learning experience?
- How does the teacher de-privatize and collaborate with colleagues as the primary means to improve instruction?

DISTRICT:
How does the district leader collaboratively establish and adapt a culture of instructional excellence and innovation?

- How does the district leader establish consistent implementation of a comprehensive and evolving set of academic standards and the district instructional framework?
- How does the district leader establish a continuously adaptive framework for professional growth that is multi-faceted, aligned to district, site goals and student performance data, as well as the district instructional framework?
- How does the district leader forecast and pro-actively address emerging trends in instruction?
- How does the district leader engage stakeholders around student data to ensure continuous growth?
- How does the district leader ensure instructional practices correlate to student learning?
- How does the district leader ensure curriculum is communicated, monitored and integrated throughout the system?
Discussion and/or Implementation Outline
See documentation below.

Next Steps:
Further resources for study and subsequent discussion
- Coaching Matters, Killion, Harrison, Bryan, and Clifton

Action(s) initiated
- Budget process
- Hiring coaches
- PD for coaches
- Year 1 was Planning, Learning, Implementation, and Evaluation.

Initial results observed
- Positive feedback from teacher advisory activities
- Positive feedback from informational sessions held in each school and with each principal
- Continued increase in requests for coaching cycles
- Initial survey results from end of coaching cycles note a positive impact on student learning

Suggestions for subsequent steps
- Create a system to evaluate program including implementation and impact data
- Build connections to other district programs and initiatives such as professional learning efforts, new employee induction
- Build marketing strategy to ensure all staff know and understand the coaching program

Suggestions for other school systems interested in implementing this model
- Create an interdepartmental program
- Allow for program design and implementation over a three year period
- Determine whether the impact of an opt-in program can be effective
- Ensure consistency of practice and application among the coaches
- Limit the scope of the coaching to identified district strategic efforts
Instructional Quality Matrix Local District Implementation
Models of Use
Lake Washington School District
Safe Schools Ambassadors

District and Staff Contact
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Dale Cote, Director of School Support: dcote@lwsd.org or 425-936-1244

Audience
Students and Teachers and Principals

Impact Questions Considered
Dimension: Culture and Climate

STUDENT:
How does the student value and contribute to learning communities of which they are a part?

• How does the student demonstrate efficacy in problem solving to support learning?
• How does the student engage in and value collaborative discourse with peers and adults in any learning environment?
• How does the student participate in developing a learning environment of trust, respect, and risk taking?

TEACHER:
How does the teacher demonstrate both the belief that all students have the capacity for learning and the responsibility for creating the conditions where learning will occur for all?

• How does the teacher create a classroom culture that leverages the cultural assets of students and their families?
• How does the teacher build the capacity for skillful and purposeful collaboration among students?
• How does the teacher build relationships with students to influence learning?

PRINCIPAL:
How does the principal develop a culture of collective responsibility for student learning?

• How does the principal identify and successfully address barriers and distractions that interfere with student learning?
• How does the principal support student, family, culture, and community issues of well-being?
• How does the principal develop and model an atmosphere of personal responsibility, trust, and collaboration among students and staff?
• How does the principal celebrate successes as well as opportunities for growth?
**Discussion and/or Implementation Outline**

The Safe School Ambassadors (SSA) Program is a field-tested, evidence-based anti-bullying program that empowers student bystanders to positively impact the crisis of bullying in our schools. It engages socially-influential student leaders, with program mentor adults. Through a two day interactive workshop, the students develop skills to resolve conflicts, defuse incidents and support isolated and excluded students. The intent of the SSA program is to create a more positive community which will ultimately impact the entire school and district.

**Next Steps:**

Further resources for study and subsequent discussion

- www.community-matters.org
- Safe Schools Ambassadors Program Overview – see below

**Action(s) initiated**

- Discussions across the district regarding anti-bullying approaches at the secondary level specifically identified a need for a more systematic approach for anti-bullying at the secondary level.
- Safe Schools Ambassador Program was presented to secondary schools as an option to support anti-bullying and positive culture building efforts.
- Juanita High School began the training for the program in 2013-2014.
- This year we trained nearly 160 student ambassadors and 24 staff members. With continued support from the Lake Washington Schools Foundation, we hope to train 320 new student ambassadors in 2015-16.

**Initial results observed**

Juanita High School, which is furthest along in implementation of the Safe School Ambassadors program had recorded 87 interventions since beginning to track this data three months ago. This equates to roughly one-and-a-half interventions every day. Sixty-six of those incidents involved put-downs and ten involved exclusion. The student ambassadors using the following strategies the most frequently: balancing, 29 times; supporting, 28 times; and distracting; 25 times. Student ambassadors from all schools reported feeling empowered by the program because it is structured, safe and many students are involved in working to change behavior around campus. Additionally, students appreciated the grassroots approach to change behavior and hold students accountable for their behavior.

Below are some examples of the ambassadors’ comments on their interventions:

- *One girl called another anorexic and said she needed to eat more. I said I thought the girl looked great and changed the topic to an upcoming test.*
- *Someone was making fun of another person’s outfit, so I BALANCED by saying I liked his outfit. From then on everything was fine.*
- *A student was demanding another to get out of a chair so they could use the computer. We didn’t need to use THAT specific computer so I told him why don’t we go over here and use your laptop to do the work instead of making her move out of her chair.*
- *A girl in my class was about to ask someone to Tolo and people around me were mocking the way in which she was asking him. I told them that I thought it was a cool way to ask and it takes a lot of courage (balancing). Then I asked them if they understood the math homework (distracting)*
**Suggestions for subsequent steps**

- We are requesting funding totaling $20,000 ($5,000 per school for four schools) from the Lake Washington Schools Foundation to support the District-wide implementation of the SSA program in four high schools for 2015-2016. The primary cost of the program is estimated to be $5,000 for each school. Additional costs to be covered by district and building budgets include release time for staff, potential light breakfast and lunch for the two-day training, and other incidental costs.
- Provide training for additional high school students and staff.
- Gather lessons learned from Juanita High School in their implementation and training.
- Continue to gather data to help measure the effectiveness of this program.

**Suggestions for other school systems interested in implementing this model**

- Gather anti-bullying and positive culture building program information from secondary schools to determine need.
- Present program/training information to elicit early adopters and create a phase-in plan.
- Identify budget source to support financial costs of the program, substitutes, meals, incidental costs etc.
Instructional Quality Matrix Local District Implementation
Models of Use
Peoria Unified School District

**District and Staff Contact**
Heather Cruz, Deputy Superintendent: hcruz@peoriaud.k12.az.us

**Audience**
Instructional Coaches

**Impact Questions Considered**
All

**Discussion and/or Implementation Outline**
Upon my initial conversation with our coaching team (which covers several content areas and departments), some felt there should be a strand that provided guidance to instructional coaches. One of our gifted coaches, Mrs. Krista Lynch, drafted the attached document. This will be shared with the full coaching team in mid-April.

**Next Steps:**
- Further resources for study and subsequent discussion:
  - Share with full coaching team, answer questions, train, etc.
  - Deploy for use with coaching team
  - Gather feedback

  Action(s) initiated:
  - Calendared full coaching team meeting to share document – Mid-April

**Initial results observed**
Have not put into practice at this time

**Suggestions for subsequent steps**

**Suggestions for other school systems interested in implementing this model**
This could be a useful tool for instructional coaches in other systems.
INSTRUCTIONAL QUALITY MATRIX
Western States Benchmarking Consortium
Ideas for Integrating a Coach / Specialist Role
Peoria Unified School District

1. Shaping a Vision of Academic Success for all Students
Coach / Specialist:
- How does the Coach / Specialist work with colleagues to develop coaching and training opportunities that promote best practice instructional methods in all grade level and curricular areas?
- How does the Coach / Specialist work with district administrators to support the vision for academic success?
- How does the Coach / Specialist work with site level administrators to support the vision for academic success?
- How does the Coach / Specialist use multiple sources of data to plan and facilitate relevant training and coaching opportunities specific to teachers’ needs?
- How does the Coach / Specialist ensure equitable training / coaching opportunities across all allocated areas of responsibility?
- How does the Coach / Specialist establish purpose and relevance to engage teachers in rigorous opportunities for growth in order to increase academic success for all students?

2. Culture / Climate
Coach / Specialist:
- How does the Coach / Specialist demonstrate a passion for teaching and learning and a knowledge of content that inspires teachers to strive for excellence?
- How does the Coach / Specialist create a culture within his/her circle of influence where growth, collaboration, and risk-taking are celebrated and encouraged?
- How does the Coach / Specialist support teacher issues of well-being?
- How does the Coach / Specialist strategically plan opportunities for teachers to grow in their professional practice through one-on-one, small group, and large group interactions?

3. Cultivating Leadership
Coach / Specialist:
- How does the Coach / Specialist serve as a leader in order to cultivate a continuous learning mindset and growth in instructional quality?
- How does the Coach / Specialist identify and cultivate teacher leaders who serve as positive change agents on campuses when the Coach / Specialist cannot be present?
- How does the Coach / Specialist contribute to the learning of others?
- How does the Coach / Specialist demonstrate and communicate high expectations for instructional quality resulting in improved practice?
- How does the Coach / Specialist intentionally design opportunities for ongoing dialogue about instructional practices within his/her circle of influence?
- How does the Coach / Specialist continuously seek new knowledge in order to grow professionally and share that new knowledge with others?
4. Ensuring Continuous Instructional Improvement:
Coach / Specialist:
- How does the Coach / Specialist foster the mindset of continuous instructional improvement through interactions with teachers and self-reflective practices?
- How does the Coach / Specialist use feedback and data to promote change in instructional practices or organizational structure to improve student learning?
- How does the Coach / Specialist differentiate tasks/trainings in order to engage teachers in deeper learning experiences?
- How does the Coach / Specialist collaborate with colleagues as a means of improving professional development opportunities / coaching interactions with teachers?
- How does the Coach / Specialist reflect on instructional practice through self-evaluation, peer review, and teacher input?

5. Managing Systems for People, Data, and Processes to Foster School Improvement
Coach / Specialist:
- How does the Coach / Specialist work collaboratively with colleagues to create and communicate efficient systems of professional development in order to more effectively build capacity of teachers?
- How does the Coach / Specialist monitor teacher learning or improvement?
- How does the Coach / Specialist use data to plan effective interventions that foster school and district academic improvement?
- How does the Coach / Specialist collaborate with colleagues to strategize and improve the efficiency of the coaching process as it relates to individual teachers and sites?
- How does the Coach / Specialist plan and implement improved systems of coaching and/or training to more efficiently meet the needs of teachers?
Instructional Quality Matrix Local District Implementation Models of Use
Plano Independent School District

District and Staff Contact
Susan Modisette, Assistant Superintendent for Campus Services: susan.modisette@pisd.edu

Audience
Principals and campus-level administrators

Dimensions and/or Impact Questions Considered
We have introduced the principal strand for all dimensions. Questions we considered are:
- How does IQM correlate with our existing district instructional framework-CoreWork?
- Who are the best personnel to begin the IQM conversation?
- How do we develop deep understanding of the IQM?
- How does the superintendent and cabinet support the IQM?
- What avenues are available to support implementation of the IQM?

Discussion and/or Implementation Outline
May, 2014 – to now
- Crosswalk the IQM to our instructional framework-CoreWork.
- Contract to develop in-house adaption of CoreWork framework
- Superintendent spoke to principals about the IQM in July
- IQM as a Board initiative- in September
- Used the Principal strand with Principals as a self- assessment tool to determine growth areas for Principals to set goals as part of the Principal Appraisal Process. Reviewed three times per year: October, February, June
- Principals read the “School Principal as Leader: Guiding Schools to Better Teaching and Learning”. This article was part of the conversation focus of Principal mid-year Goal meetings.
- Used the “Principal Story PBS Documentary” to deepen understanding of the five dimensions that are the basis of the IQM-Wallace Research-in January
- Began deep study of IQM (Principal Story) beginning with Shaping a Vision. Other dimensions will be studied in future meetings

Next Steps:
How do we integrate CoreWork, IQM and the Plano Leadership Visioning Institute (PLVI)?
Continue deep study of the dimensions.

Action(s) initiated:
Continue deep study of each strand of the IQM dimensions.
Collaborate with principals regarding their views on the use of IQM and its benefits with teachers and students.
Initial evidence/results observed
Reflections on practices and deeper conversations regarding Instructional Leadership with Principals - See Google doc
Real time discussion of the Vision dimension on Twitter during principal meeting - #pisdleads

Suggestions for subsequent steps
Capacity development in leadership, with teachers, students, principals and Central Office.

Suggestions for other school systems interested in implementing this model
Instructional Quality Matrix Local District Implementation
Models of Use
Poway Unified School District (PUSD)

District and Staff Contact
Eric Lehew, Executive Director II, Learning Support Services: elehew@powayusd.com
Kimberlie Rens, Executive Director II, Learning Support Services: krens@powayusd.com

Audience
Educational leaders and administrators responsible for evaluating principals.

Dimensions and/or Impact Questions Considered
All 5 dimensions and impact questions have been embedded into the PUSD Educational Leaders performance review process and protocols. The reflective questions may be part of:

- Pre-planning meetings when developing professional goals for performance review
- Collegial conversations during classroom visits, walk-throughs, instructional rounds on site
- Mid-year conferences between educational leaders and supervisors to measure progress and identify next steps using data from 360 surveys, student achievement data, and other measures.
- End of year reflection on accomplishments in all 5 dimensions of leadership
- Coaching conversation between educational leaders when discussing instructional quality

Discussion and/or Implementation Outline

Fall: Survey and Learning Plan/Goals development; integrated multiple sources of data as available.

The educational leader collects feedback from stakeholders and a variety of sources. The feedback and data are analyzed and discussed with the supervisor and used in goals and professional learning plans. The IQM Matrix may be accessed as part of this work.

Winter - Spring: Leaders, with supervisor support, establish collegial learning groups focused on shared professional learning topics. These reflective groups of practitioners may access the IQM during discussions and reflections as they meet.

The educational leader implements a leader-driven learning plan in one or more specific areas of the standards. He/she completes a self-evaluation that further guides setting new goals for the coming year, aligned to the leadership standards. The IQM matrix may be accessed as part of this work.

Coaching support is initiated, with the IQM matrix accessible for collegial, reflective conversations.
**Next Steps:**
- Final approval by cabinet and administrator representative group (Association of Poway School Managers).
- Implement with all site leaders.
- Initiate revision for central office administrators (personnel certificated staff).

  Action(s) initiated

**Initial evidence/results observed**
Principal anecdotal information and survey results indicates greater satisfaction when compared to the existing/standard evaluation form.

**Suggestions for subsequent steps**
- Revise process with central office administrators (personnel, directors, etc.)

**Suggestions for other school systems interested in implementing this model**
Click on “more reflective questions” at bottom of each standard matrix page: IQM Matrix has been embedded in our processes and protocols.

Standards and IQM can be found on the following link:
http://powayusd.com/teacher_resources/standards_el/
Instructional Quality Matrix Local District Implementation
Models of Use
Vancouver School District

District and Staff Contact
Layne Manning Stampfli, Director, Curriculum and Instruction: layne.stampfli@vansd.org

Audience
District Leadership in Teaching and Learning, Curriculum and Instruction & Professional Development

Dimensions and/or Impact Questions Considered
- How does the district leader establish consistent implementation of a comprehensive and evolving set of academic standards and the district instructional framework?
- How does the district leader design, develop, refine and align the curriculum to the vision?

Theory of Action: Leveraging a research-based Instructional Framework to create coherent systems of support for all aspects of teaching and learning will provide all students with a personalized, learner-focused, authentic and relevant K-12 education.

VPS has adopted the University of Washington’s Center for Educational Leadership Instructional Framework. The instructional framework (5 Dimensions of Teaching and Learning) provides a common language and vision for exemplary Instructional Quality. Professional Learning Communities are the process through which we will realize and fully implement this vision.

Instructional leaders support this effort by:
- Providing in depth training in and implementation of 5D Instructional Framework as the foundation for all activities connected to teaching and learning
- Connecting the framework to previous efforts to improve teaching and learning including BERC model for Powerful Teaching and Learning, foundational training in PLCs, Marzano’s high leverage instructional strategies, Stiggins’ assessment model of Assessment for Learning
- Providing in depth training in the 5D+ Instructional Framework aligned teacher evaluation rubric
- Explicitly connecting professional development to the instructional framework and possible evidence on the teacher evaluation rubric
- Developing rubric to select instructional materials in alignment to 5D Instructional Framework to ensure these resources support teachers in delivering instruction consistent with the vision
- Explicitly connecting understanding of Washington State Learning Standards (CCSS, NGGS and other state standards) to the Dimension of Purpose within the framework
- Creating district documents/templates for course development to ensure all aspects of the framework are incorporated into course design
- Embedding and modeling 5D practices into the delivery of all professional development through Learning Targets/Success Criteria, Formative Assessment, Student Engagement, etc.
- Facilitating Learning Walks in schools with a focus on principal selected Problem of Practice supporting School Improvement Plan (professional development and inspection of school based expectations)
• Introducing new teachers to the 5D Framework during the week of professional development provided to all teachers new to Vancouver
• Aligning implementation of technology to support Instructional Quality Initiative

Discussion and/or implementation Outline
How does the district leader shape a dynamic vision of academic excellence for all students?

Instructional Framework implementation is a shared responsibility across all department and across all schools- shared ownership creates cohesion leading to traction for improved professional practice
Principals and teacher leaders are advisors to development of the district Instructional Quality Initiative
Delivery of site-based professional development explicitly connected to 5D Instructional Framework and linked to areas of focus addressed in School Improvement Plans at the request of the school principal (sessions are personalized to specific site context)
Selection of school administrators who demonstrate capacity as instructional leaders
Ongoing, deep and thoughtful conversation about instructional practice during monthly K12
Instructional Leadership Institutes (principals, district administrators, TOSAs) provides sustained focus on this work
Other major district initiatives such as Flexible Learning Environments and Safe and Supportive Schools provide support to Instructional Quality Initiative

Initial evidence/results observed
Quality of conversation evidence of significant growth in understanding about high quality instructional practice which has taken place over the past five years
District staff (all levels) understand expectations for teaching and learning
Principals and staff celebrate successes in school growth by sharing effective practices at monthly K12 Leadership Institutes
District leadership (school and central) monitor progress towards continuous improvement utilizing district, state and national assessment results
Principals monitor individual teacher student growth goal attainment through an collaborative inquiry cycle with teachers

Suggestions for subsequent steps
Review of assessment data given recent changes in academic standards and state assessments will provide focus for future work. A significant contribution our success in creating a shared vision of excellence in teaching and learning is executive sponsorship and permission/support for sustained focus on this work. Continued focus will add maturity and depth to ensure systemic delivery on this vision.

Suggestions for other school systems interested in implementing this model
A process for selection or design of an Instructional Framework that is fully supported by stakeholders (classroom, school, district leader) across the district is foundational to the success of this initiative.
Consideration must be given to the context for implementation to link previous improvement efforts so that those previously invested in prior attempts see value and connections to this history. It is essential to explicitly and repeatedly articulate the connection of all teaching and learning (framework, standards, assessment, SIP, etc.) to create cohesion and buy in and minimize the overwhelming nature of this collective work.
Instructional Quality Matrix Local District Implementation
Models of Use
Vancouver School District

District and Staff Contact
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Audience
District Leadership in Teaching and Learning & Human Resources
Curriculum and Instruction & Professional Development Leadership at the district level

Dimensions and/or Impact Questions Considered
- How does the district leader collaboratively establish and adapt a culture of instructional excellence and innovation?

Vancouver Public Schools Principal Supervision: Reciprocal Accountability

Theory of Action: the principal is the fulcrum of change and the supervision of principals reflects this theory

VPS has adopted the University of Washington’s Center for Educational Leadership instructional and leadership frameworks to guide our work. The instructional framework (5 Dimensions of Teaching and Learning) provides a common language and rubric by which principals and teachers can consistently observe the quality of classroom instruction and measure the quality using a four tiered teacher evaluation. This serves as the foundational focus upon which school leaders build cultures of learning in each school. Principals are:
- Developing school improvement plans that focus on academic and behavioral student growth goals (growth mindset) and accompanying action plans
- Creating the conditions for teachers to work effectively and knowledgeably
- Monitoring instruction and providing timely and relevant feedback (four tiered evaluation that measures 5 Dimensions of Teaching and Learning Instructional Framework; establishment of growth goals supported by cycles of inquiry)
- Use of multiple data points to measure academic and behavioral growth

Principal supervisors support these learning focused school cultures by:
- Convening regular and consistent leadership focused conversations with building principals that are guided by “The four Dimensions of Instructional Leadership” and “The AWSP Leadership Framework User’s Guide”
- Using school data points to help principals establish growth goals
- Using evaluation rubrics to reflect on growth goal progress
- Implementing evidence based evaluations of growth goals and principal progress
- Providing coaching and mentoring that reflect skills expected of instructional leaders
- Providing technical assistance to principals as needed
- Participating in guided learning walks and observation of instructional leadership meetings at school sites
• Providing regular communications to principals that help them connect their work at the building to the broader system
• Supporting principal professional learning communities
• Working with principals to limit the time they are away from their building during the school day (maximizing the efficiency of district required meetings; leveraging technology as a communication tool)

**Discussion and/or implementation Outline**

How does the district develop, provide and streamline systems that empower others to concentrate their efforts on instructional leadership?

- Differentiated support funds used at the discretion of the principal to support their IQ work
- Eight administrative release days to be in classrooms working on IQ
- Selection of principals and associate principals who demonstrate capacity as instructional leaders
- Comprehensive teacher mentoring program
- Centralized department for student assessment and data that is easily accessed by principals & teams
- Principal access to wide array of professional development resources based on building need
- District support of professional learning communities: 16 early release days
- Comprehensive district-wide safety response plans
- District strategic plan that coherently connects these six goal areas: Flexible Learning Environments, Instructional Quality, Safe and Supportive Schools, Early Childhood Learning, Programs of Choice, and Family Community Resource Centers

**Initial evidence/results observed**

- School leaders and supervisors monitor progress towards continuous improvement utilizing district, state and national assessment results
- Principals monitor individual teacher student growth goal attainment through an collaborative inquiry cycle with teachers
- Supervisors utilize the inquiry cycle to collaboratively monitor principal growth goals and school improvement efforts

**Suggestions for subsequent steps**

Establish an on-going review process that engages principals and supervisors, helping them to develop a deep knowledge of the instructional shifts required by the new Common Core state standards.

**Suggestions for other school systems interested in implementing this model**

Principals and district leaders should first review the research surrounding the changing role of principal/supervisor. Based on this review, define a model of support that the learning community believes will provide the structure and practices needed to improve student achievement for all students.