

WSLA Two-Year Outcomes and Rubrics

OUTCOME	PRE-INITIATION STAGE	INITIATION STAGE	DEVELOPING STAGE	SUSTAINING STAGE
Why Change?				
District and school communications build urgency for improving student achievement.	District and school leaders gain new insights through regular discussions and access to resources that bring a sense of urgency about the learning needs of all children.	District and school leaders begin to develop a common message about the urgency of improvement for sharing with staff and community.	The district problem of practice and theory of action are included in a communication plan and leaders have shared the same messages.	A district communication plan has been developed with specific messages of urgency for student learning. The district messages are regularly and repeatedly communicated in a variety of formats and settings.
The moral and social imperatives for supporting ALL students to academic success are embedded in district/school documents and in conversations with educators.	District and school leaders begin to commit to the moral and social imperatives of improving learning for all students as demonstrated in meeting conversations on understanding problems of practice.	Leaders work with constituents and colleagues to tackle the moral and social imperatives of all children learning as represented by meeting agendas, areas of focus, as well as individual conversations with colleagues and constituents.	When asked why ALL students need to achieve to high standards, at least 50% of staff and parents will cite both a moral and social rationale.	District and school communications clearly center on the moral and social imperatives of education. All stakeholders, including students, can articulate the importance of rigor and high achievement for all students.
The district is using the cycle of inquiry and has a theory of action that explains the importance of ALL students achieving to high standards as a result of powerful learning systems across the district schools.	Leaders have articulated the necessity of changing student learning outcomes by focusing on the instructional core and developing a theory of action.	District personnel begin to build an understanding of the specific and relevant data in their system in order to identify disparities in how students are served within their system. Work begins on developing the problem of practice based on analyzed data.	As the theory of action builds, evidence of specific implementation and of learning improvement are gathered for feedback about how the district is progressing on ensuring equitable access to a rigorous curriculum and high achievement for all students.	Regular district and school communications with staff and parents show progress on student achievement, especially on closing achievement gaps.

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Lead Coherent System Wide Support For Learning				
A district improvement plan, a theory of action, and a communication plan are in place and being implemented.	Conversations are being facilitated about clear expectations for the improvement of teaching and learning throughout the district. The need for a district-wide improvement plan and theory of action that focuses on the instructional core has been identified.	A district improvement plan, theory of action, and communication plan are being developed with a clear focus on student learning and improvements in teaching and learning.	Communications of the district theory of action related to specific plans are widespread and consistent over time. Work on the district's theory of action is underway.	Administrators, teachers, students, and parents all use the same language to explain the work of the district to improve student learning. The improvement plan is alive and understood in each school and classroom.
Clear district expectations and goals for improvements in student learning are stated and widely shared. Improvement is understood as a "system" responsibility. A plan of action and evidence of progress for monitoring improvement also are in view.	District leaders are beginning to identify the areas of needed improvement, and to discuss possible strategies across the entire system.	The cycle of inquiry is being used to identify a problem of practice and theory of action for addressing the problem. District targets for improvement and a metric for measuring progress are under discussion.	The theory of action has focused on improvements in the instructional core. A teaching/learning framework has been adopted, and a professional development plan to increase capacity is underway. Evidence of progress indicators are being measured and are related to adjustments in actions.	A continuous improvement process around the instructional core is in place across the district. High expectations and high support are evident across the system, from the district to the classroom, and from the classroom to the district.
Communications reflect a "top-down" and a "bottom-up" process for balancing demands and supports for student learning.	Input and participation by building leaders based on direct classroom/student data is being incorporated into district planning.	District planning and dialogue includes leadership and input from building administrators and some teacher leaders.	School improvement plans and work are aligned with district targets and directions. A clear line of actions can be shown from the district to the classroom.	School leaders are deeply engaged in improving classroom instruction and communicating across the district about their progress in the context of systemic expectations.

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Lead Coherent System Wide Support For Learning, continued				
<p>Roles and responsibilities for district and school leaders are delineated based on clarity of what is “tight” and what is “loose” in district expectations of each school.</p>	<p>Leaders have identified the need to gain more clarity about aligning the expectations and responsibilities for administrators in the system. The role of district office staff as a support of improved teaching and learning is under discussion.</p>	<p>Central office leaders and principals have begun a discussion together about what is “tight” and what is “loose” and how accountability will work. Functional roles and responsibilities for district wide actions are being developed.</p>	<p>The functional roles of “sponsor,” “agent,” “implementer,” and “advocate” are understood and being practiced. Increased clarity has been provided about what results school leaders will be held accountable for, and what support will be provided. Central office leaders including the superintendent are (re)defining their support of buildings and classrooms.</p>	<p>District and school leaders are mutually responsible and accountable for student learning results. There is clarity in the system about the roles and responsibilities. Everyone is focused on improving teaching and learning, and adopting policies and budgets that support that goal.</p>

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Focus on Learning				
<p>The district has adopted a teaching/learning (instructional) framework that provides the “look-fors” in classroom practice, and has begun using the framework to build teacher and administrator capacity.</p>	<p>The system is beginning to emphasize a need to learn more about how people learn. Informal and formal conversations are guiding staff toward a shared understanding of quality learning and instruction.</p>	<p>District and building leaders have begun an exploration of existing teaching/learning frameworks and/or have started a process for creating one for the district. Some teachers have been included in this process, and it is clear that the district intends to adopt a framework that will be used to conduct classroom observations, and to support professional development for teachers and administrators.</p>	<p>The district has adopted a teaching/learning framework for use in supporting quality instruction in all classrooms.</p> <p>Initial training is underway for using the framework with teachers and for classroom walk-throughs and dialogue about classroom practices.</p>	<p>District and building administrators and teachers use the teaching/learning framework to observe, discuss, and practice instructional strategies that improve student learning. Professional development and support is provided systemically for teachers to reflect on and improve their instructional practice. Student learning results are assessed and related to changes in teacher practice.</p>

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Focus on Learning, continued				
<p>District and school administrative and staff meetings have become “learning meetings,” where effective instruction is modeled, and teaching and learning is the agenda.</p>	<p>District and school leaders recognize the importance of having a shared and common vision of high quality teaching and learning to improve student achievement.</p> <p>Leaders model a focus on teaching and learning in administrative meetings. Agendas have begun to reflect more time spent on issues of improving student results through improvements in teaching and learning.</p>	<p>District and school leaders have identified a more participative format for planning and conducting meetings. Administrative meeting time is increasingly devoted to building a professional learning community focused on creating a shared understanding and support system for improving the instructional core of the district.</p>	<p>Administrative meetings are jointly planned with a leadership group that incorporates strategies from the district-adopted teaching/learning framework. Meeting content increasingly is about professional learning issues for administrators and teaching staff. Meetings involve active participation by all members and increased sharing of responsibilities.</p>	<p>High quality teaching and learning is planned and modeled at all district and school meetings, and all adults are expected to learn at a high level.</p> <p>Meeting leaders and participants seek regular feedback about the effectiveness of learning strategies used. Regular conversations among leaders focus on their own learning with emphasis on connecting their own understandings to powerful classroom practices. Management issues and information are shared primarily in writing and via e-mail. The agendas for face-to-face meetings are mostly about adult and student learning issues.</p>

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Focus on Learning, continued				
<p>Formative and summative data on student progress is collected, analyzed, and shared in order to impact classroom instruction and program focus. A system for regular tracking of student progress is established and in use.</p>	<p>Initial discussion and identification of assessment data and a way to share data has begun. Leaders have recognized the importance of having a technology-based data system available to teachers for tracking student progress.</p>	<p>Classroom, school, and district data has been identified and collected. Some level of sharing and using this data has begun at least once each year. A district technology system for maintaining and sharing the data has been established.</p>	<p>Both summative and formative data on student progress is collected multiple times throughout the year and jointly analyzed by school and grade-level teams. Common assessments have been adopted district wide and are in use. A district-level technology system for supporting assessments and data-sharing is in place and beginning to be used.</p>	<p>A clear and fully implemented system of looking deeply at the data by all district personnel in order to ensure high quality teaching and learning in each classroom is in place.</p> <p>Collaborative learning teams are in place at each grade level/course.</p> <p>The teams focus on student learning and the planning necessary for continued learning.</p>
<p>Classroom and program interventions are implemented based on student learning data.</p>	<p>As part of a district-wide professional development effort, staff members are introduced to a process for reviewing student data for the purpose of planning effective lessons.</p>	<p>Beginning conversations and professional development is provided to help staff learn how to improve classroom instruction through looking deeply at data.</p>	<p>The professional development plan is assisting staff use of classroom instructional strategies that result in high student achievement. Classroom and program learning interventions have been identified and are supported by the district and schools.</p>	<p>A technology-based tracking of student learning progress is readily available and used by teachers and students.</p> <p>A pyramid of interventions for assisting students not making adequate progress is being used in all schools.</p> <p>Accountability systems are in place throughout the entire district to ensure high quality teaching and learning and access to rigorous programs for all students.</p>

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Focus on Learning, continued				
A job-embedded process for administrators and teachers to observe classrooms is in place.	All leaders in the system are beginning to discuss a common process for classroom observations.	A formal decision has been made regarding the use of a common protocol and process for conducting classroom observations by administrators.	All administrators are using the identified process for classroom observations, and modeling the process for all teachers. Some teachers have begun practicing the process with their peers.	A district-adopted process is implemented with all levels of the district participating. Data from this implementation is used to inform ongoing work on instructional improvement.
A job-embedded process for administrators and teachers to reflect on practice is in place.	There is discussion of the importance of providing time in the schedule for reflection on teaching practice.	Time for conducting walk-throughs and for reflection and dialogue about classroom practices has been identified and is in a plan/contract.	System expectations for administrators to conduct regular classroom walk-throughs have been articulated or established, and time has been allotted for this effort. Teachers have time in their schedules for observations of others and for shared discussions about practice.	The observation, reflection, and support for teaching and learning improvement has become part of the core values of the district.
A job-embedded process for administrators and teachers to provide support for improving practice is in place.	Discussions have begun about a multi-year professional development plan to help administrators and teachers increase their skills in delivering quality instruction.	A multi-year professional development plan with job-embedded opportunities to observe and use effective instruction has been created.	The professional development plan has been adopted and funded. Coaches, studio classrooms, and outside expertise are all beginning to be used to build capacity among the staff.	

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Build Clear and Collaborative Relationships				
<p>Collaborative learning teams focused on the improvement of student learning are functioning at each school and at the district level. Guidelines and practices for professional learning communities are being used.</p>	<p>The district is beginning the conversation about effective teams and their role in high quality teaching and learning. The need for professional learning communities has been identified, and plans made to build more collaboration.</p>	<p>The district has provided formal training on learning teams, and has worked out times and support for team meetings while planning clear expectations and accountability for all teams.</p> <p>Engaging teachers and administrators in professional learning communities working on student learning improvement is part of the district theory of action.</p>	<p>Modeling of effective learning teams is fully in place at all levels of the organization. Training and facilitation support is being provided.</p> <p>Time in the schedule is provided for professional collaboration. Protocols for reporting the results of this work are in place, and all staff are expected to participate and be engaged in sharing student data.</p>	<p>A formal organization of teams has been implemented across the district with products and timelines clearly articulated.</p> <p>Accountability is fully in place for each team and its work.</p> <p>Collaborative teams are the culture of the district regardless of time and money support.</p>
<p>Student and staff successes are recognized and celebrated.</p>	<p>Leaders have begun to understand the importance of celebrating success and small progress while setting high expectations. The topic has been raised as a concern in the system.</p>	<p>There is more evidence that adults in the system will "...be hard on the problem and not on the people." Schools and the districts have allotted some time to recognize accomplishments of students and staff.</p>	<p>There are a variety of formal ways for leaders and staff to recognize the work of colleagues and students. Leaders regularly include recognitions and celebrations in their staff meetings, and hold regular events to recognize student achievement and contribution.</p>	<p>A formal system is in place to recognize and celebrate all people in the district when goals are met and achievement has been made. A culture of relationships built on positive reinforcement of the people doing the work is in evidence. Staff, administrators, and students find ways to use individual strengths in doing the hard work of improving student achievement.</p>

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Enhance Personal Leadership Skills				
District and school leaders focus on the personal leadership qualities that connect with improved student learning based on the district problem of practice and theory of action.	<p>The district has begun the discussion and planning about developing the personal leadership skills of each administrator.</p> <p>This discussion is related to needs for improving student learning and to supporting leadership growth and development.</p>	<p>The district leadership team has begun work on developing a definition of its problem(s) of practice, a theory of action, and next steps that focus on teaching and learning. As part of this work, the leaders are exploring researched knowledge about personal leadership skills that are needed for instructional/learning improvement.</p>	<p>A district theory of action for improving student learning has been created and is being implemented. Administrator teams are sharing feedback and self learning based on practice and reading.</p>	<p>Assessment of leadership success is connected with student learning improvement and with participation on the district leadership team in support of work on the theory of action. Personal skills and qualities are discussed and recognized in team meetings as the work is being done.</p>
Leadership feedback/assessment tools for individual administrators are in use at all levels of the system and are part of individual annual goal-setting and system-wide support.		<p>District and school administrators have collected leadership inventories or assessment tools, and are piloting the use of these tools. Individual administrators have begun to connect self assessment of strengths and weaknesses with their own goal-setting.</p>	<p>District and school leaders have adopted leadership assessment tools for gathering feedback from staff and including that data in annual goal setting.</p>	<p>The district-adopted personal leadership tool is recommended, purchased, and implemented for each administrator at regular intervals.</p> <p>Each administrator has adopted one goal for personal leadership growth that develops his/her teaching and learning focus, has a plan to implement the goal, and is working with his/her supervisor to accomplish the plan.</p>

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Problem of Practice				
<p>District and school leaders have implemented the “cycle of inquiry,” identified and refined language for a problem of practice, developed a theory of action that includes both rationale and focused strategies for improvement, determined their evidence of progress measures, engaged teachers in making changes, and created a communication structure for sharing progress.</p>	<p>District and school leaders demonstrate, through their words, an awareness and urgency for improvements in student achievement; have identified learning problems in general terms, and have looked at their summative data. There is recognition that professional development needs to be connected with school and district improvement, and that something about the instructional core needs to change.</p>	<p>District and school leaders have written a problem of practice to focus their work, developed an initial plan for improvement (theory of action), and are beginning to use both formative and summative data.</p>	<p>Based on team discussions and on use of data, district and school leaders have refined their problem of practice; developed a clear theory of action statement, implementation plans, and timelines; created a systemic picture of the importance of the instructional core; and connected their adult learning strategies to elements of the instructional core. Communication with others in the district has begun.</p>	<p>District and school leaders have created learning meetings that provide continual opportunity for sharing evidence of progress, and refining the problem of practice and the implementation plan. The focus on teaching and learning and student outcomes is clearly in view through communications documents, data from classroom assessments and observations, and the professional learning of teachers and administrators.</p>