

## Strategic Area: Core Process of Teaching & Learning

*District Vision Card B: Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0–4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>High Quality Learning Targets at Varying Levels of Complexity</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Student-Friendly Communication of Learning Targets, the Success Criteria and the Activities to Achieve</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Alignment of Daily Targets to Grade Level Power Benchmarks</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Uses and Analyzes Assessments for Learning Aligned to Learning Targets on a Daily Basis</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Provides Student with Feedback which is Descriptive, Constructive, Frequent and Immediate</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Evidence of an Assessment for Learning was Present During Walk-Through</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms		
<b>Authentic Instruction:</b> · Higher order thinking skills · Connection to the world beyond the classroom · Substantive conversations	2012-13 < 75% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	75-79% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	80-84% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	85-90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	> 90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	<b>TBD</b>	

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0-4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>Differentiated Classroom:</b> <i>Instructional strategies, flexible groupings and lesson complexity</i> <ul style="list-style-type: none"> <li>Varied ongoing assessments</li> <li>Lessons of varying complexity</li> <li>Varied learning experiences</li> <li>Flexible groupings</li> <li>Higher order thinking skills</li> <li>Varied instructional strategies</li> <li>Culturally competent responses with students</li> </ul>	2012-13  < 60% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	66-69% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	70-79% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	80-89% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	> 90% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	TBD	
<b>Meaning Relationships with Students</b> <ul style="list-style-type: none"> <li>Recognize and respond to social and emotional needs of students</li> <li>Affirmation of learning and cognitive styles</li> <li>Exhibit competency in interacting across cultures</li> </ul>	< 75% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	75-79% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	2012-13 < 84% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	85-90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	> 90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	TBD	
<b>System of Interventions</b>	< 55% of all students in Tier 1 and 2	55-65% of all students in Tier 1 and 2	2012-13 < 75% of all students in Tier 1 and 2	76-85% of all students in Tier 1 and 2	> 85% of all students in Tier 1 and 2	TBD	
<b>Continuous Incline in Number of Students Entering a Gifted/Talented Program</b>	2012-13 < 1% increase across school and grade levels	1% increase across school and grade levels	2-3% increase across school and grade levels	3-4% increase across school and grade levels	2012-13 > 5% increase across school and grade levels		
<b>Continuous Decline in Number of Students Requiring Interventions; Grading Period to Grading Period</b>	< 5% decline across school and grade levels	5-9% decline across school and grade levels	2012-13 10-14% decline across school and grade levels	15-20% decline across school and grade levels	> 20% decline across school and grade levels	TBD	
<b>1x/week General Communication with Parents</b> <i>(Class Newsletter, Email, Friday File, etc.)</i>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	
<b>6x/year Personal Connection with Parents Communicating Feedback on Individual Student Progress</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	