



## **PRACTICE ASSESSING AN INDICATOR FOR SCHOOLS USING THE STEPS TO SUCCESS RAPID IMPROVEMENT INDICATORS**

### 1. What do the terms in the indicator mean?

- a. Review the description of the indicator in the Wise Ways.
- b. Examine the terms in view of school culture and context, for example
  - what do we mean by ‘leadership team’ or ‘instructional team’?
  - what are our school’s / district’s ‘indicators of effective teaching’?
  - what do we use as ‘criteria for mastery’ and do all teachers apply them similarly?

Agree on the meaning of the terms in the indicator so all are considering the same concepts when answering the assessment questions.

### 2. How does our implementation of this practice compare with the description of ‘best practice’?

- a. Review the research and description of the indicator (Wise Ways).
- b. Discuss how your school’s culture and context compares with the Wise Ways description.
- c. Agree on a rating of your current level of implementation compared to the ideal – Full, Limited, None.

\*Note: SOME PRACTICES DESCRIBED IN THE INDICATORS ARE NOT CONSISTENT WITH YOUR SCHOOL INSTRUCTIONAL MODELS OR VALUES. If you choose “No implementation,” you may choose “Not a priority”. If that’s the case, PRESENT EVIDENCE why you will not include this indicator/ objective in your plan.

If the team concludes ‘limited’ implementation, or ‘no implementation but will include in the plan’, move on to consider these questions:

### 3. What is the **priority** of this practice for your organization’s improvement?

- a. How much would this practice – if fully and effectively implemented -- contribute to improved student achievement?
  - Choose a High Priority rating if its implementation offers substantial promise of improved student learning, more effective teacher practice, and/or more efficient organizational operations.
- b. Is this practice something you’ve been striving for already? i.e., are you in year 2 of implementation of a particular curriculum or intervention?
  - If so, give it a High priority rating.
- c. Does this practice complement existing reform initiatives in your school or district?
  - If so, rate it a High priority.

- d. Did you identify this practice as a likely 'root cause' of student achievement gaps in your school?
- If yes, give this a priority rating of '3'.

**4. How would you rate the *opportunity* for your school or district to implement this practice?**

- a. Would it be relatively 'easy' to adopt practices described in this indicator? i.e., are the infrastructure elements in place (decision making processes, data collected and accessible?)
- b. Would it be relatively 'hard' to establish these systems or practices? i.e., substantial resource limitations (time, personnel, expertise); restrictive regulations or contradictory policies
- c. Rate the opportunity from 1 to 3 (3 for 'easy'; 1 for 'hard') based on your conversation.

**5. Fill in the *evidence* for your rating this practice.**

- a. Use the answers to the questions above and your team's conversation to draft a paragraph describing why you believe your ratings of implementation, priority, and opportunity are accurate.
- Does your evidence reflect the perspective of all staff, and is it accurate for all schools, teachers, students?

Rev 07.17.12 kal