

Instructional Program Coherence Evaluation Rubric

The Instructional Program reflects the school community's unity of purpose, clear focus, and shared values for student learning.

- 1 = Program(s) is/are imposed by school leaders, district/CMO or outside agents, without attention to the school's professional community, purpose, focus or shared values. May lead to limited implementation or resistance.
- 2 = Different departments, grade levels or clusters of teachers are acting independently and in isolation without school-wide purpose, focus or shared values.
- 3 = A critical mass of teachers and school leaders are collectively adopting, developing and/or implementing instructional programs mostly consistent with school's purpose, focus and values.
- 4 = Led by a clear, shared sense of school-wide purpose, focus and values, the vast majority of staff collectively adopts, and/or develops and implements instructional program/s.

The school's instructional framework is aligned to Common Core Standards

- 1 = Instructional staff are aligned to CA Curriculum Standards (pre-common core).
- 2 = Some awareness about Common Core Standards
- 3 = Some teachers or instructional Leaders are experimenting in particular content areas or strands
- 4 = All teachers and instructional leaders are focused on a particular strand or content area and beginning to design aligned assessments.

Teachers within each grade use common instructional strategies.

- 1 = Teachers within grade level/s do not use common instructional strategies.
- 2 = Some teachers within grade level/s use some common instructional strategies.
- 3 = All teachers within grade level/s use some common instructional strategies.
- 4 = All teachers within grade level/s use many common instructional strategies.

Teachers within each grade use common assessment strategies.

- 1 = Teachers within grade level/s do not use common assessment strategies.
- 2 = Some teachers within grade level/s use some common assessment strategies.
- 3 = All teachers within grade level/s use some common assessment strategies.
- 4 = All teachers within grade level/s use many common assessment strategies.

Teachers coordinate curriculum and assessments to avoid repetition and to offer students new and more complex aspects of subject matter as they move from grade to grade.

- 1 = Teachers do not coordinate curriculum and assessments across the grades.
- 2 = Some teachers coordinate some curriculum and assessments across the grades.
- 3 = All teachers coordinate some curriculum and assessments across the grades.
- 4 = All teachers coordinate all curriculum and many assessments across the grades.

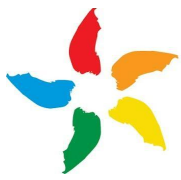
School-sponsored support programs, such as intervention, assemblies, field trips, tutoring, and parent education, are linked to the curriculum, instruction, and assessments of the school program.

- 1 = Few to no support programs are linked to the curriculum, instruction, and assessments of the school program.
- 2 = Some support programs are linked to the curriculum, instruction, and assessments of the school program.
- 3 = Most support programs are linked to the curriculum, instruction, and assessments of the school program.
- 4 = Almost all support programs are linked to the curriculum, instruction, and assessments of the school program.

Notes:

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Professional development for staff supports the implementation of common curriculum, instructional strategies, and assessments.

- 1 = Professional development for staff does not support the implementation of common curriculum, instructional strategies, and assessments.
- 2 = Professional development for staff only weakly or sporadically supports the implementation of common curriculum, instructional strategies, and assessments.
- 3 = Professional development for staff regularly supports the implementation of common curriculum, instructional strategies, and assessments.
- 4 = Professional development for staff extensively supports the implementation of common curriculum, instructional strategies, and assessments.

Professional development programs are sustained over time.

- 1 = No professional development programs (or almost none) are sustained over time.
- 2 = Some professional development programs are sustained over time.
- 3 = Many professional development programs are sustained over time.
- 4 = Almost all professional development programs are sustained over time.

The school strategically accepts and refuses programs and initiatives in a manner that support staff focus, program continuity, or ongoing improvement

- 1 = The school has many programs, and staff energy and attention are very fragmented. Thus, the programs do not support staff focus, program continuity, or ongoing improvement.
- 2 = The school has many programs, but some attempts are made to focus staff energies and attention to support program continuity and ongoing improvement.
- 3 = The school is somewhat strategic in how it accepts and refuses programs so that they may support staff focus, program continuity, and ongoing improvement.
- 4 = The school is very strategic in how it accepts and refuses programs so that they may support staff focus, program continuity, and ongoing improvement.

School improvement planning and assessment directly address the school's progress in providing and maintaining a common, coordinated, and sustained school program.

- 1 = School improvement planning and assessment generate long, disconnected lists of goals and assessments. No "institutional memory."
- 2 = Some school improvement planning and assessment addresses the school's progress in providing a common, coordinated, and sustained school program. Some of the progress is captured in artifacts and documents.
- 3 = Much school improvement planning and assessment addresses the school's progress in providing a common, coordinated, and sustained school program. Documents and artifacts are referred to as part of maintaining and sustaining progress.
- 4 = A great deal of school improvement planning and assessment addresses the school's progress in providing a common, coordinated, and sustained school program. Documents and artifacts become "living documents".

Teaching assignments remain stable over time.

- 1 = Teaching assignments are very unstable and frequently change.
- 2 = Some teaching assignments are stable while others frequently change.
- 3 = Many teaching assignments are stable over time.
- 4 = Most teaching assignments remain stable over time.

Key program leaders or leadership positions remain stable over time.

- 1 = Key program leaders or leadership positions are very unstable over time and frequently change.
- 2 = Some key program leaders or leadership positions are stable while others frequently change.
- 3 = Many key program leaders or leadership positions are stable over time.
- 4 = Most key program leaders or leadership positions are stable over time and rarely change.

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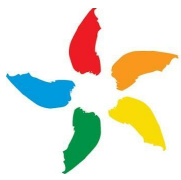
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Professional Learning Community Overview

Purpose

The purpose of creating a professional learning community (PLC) at CSCE is to establish a place for regular teacher collaboration and inquiry in the service of improving student learning.

Four key questions guide the work in our PLC based on PLC expert, Rick DuFour's work:

- What is it we want our students to learn?
- How will we know if our students are learning?
- How will our team and our school respond when students don't learn?
- How will we enrich and extend the learning for students who have demonstrated proficiency?

There are two other questions important to answer and reflect on:

- What are the collective commitments we are prepared to make to each other regarding how we will operate as a professional learning community?
 - Academic goal: Making Reading a priority by analyzing and using data) to raise students who are and are not meeting grade level standards.
 - F&P reading and sight word)
 - Phonemic awareness analysis (Critchlow & Names)
 - Behavioral goal: Students and staff will behave according the Dragon Community Creed and hold one another accountable and raise expectations.
 - Professionalism goal: Staff will implement instructional decisions based upon the data and work to make meaning of the individual, class, and whole school data sets.
- What are the specific, measurable, attainable, results-oriented, and time-bound (SMART) goals we are working interdependently to achieve, and for which we hold ourselves mutually accountable?

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Inquiry Focus

- This year our inquiry revolves around three questions:
 1. How do we braid together Waldorf strategies with systematic phonics (adapted from Open Court) and Common Core Standards?
 2. How do we utilize balanced literacy to ensure reading proficiency in at least 80% of our students as measured by F&P reading level and NWEA?
 3. How do we adapt Engage NY math curriculum using Waldorf strategies to achieve mathematical proficiency in at least 80% as measured by NWEA?

We will differentiate our inquiry based on our grade level standards and the core reading sub-skills associated with each grade level.

Timing

Our PLC will meet twice a month during our Wednesday afternoon meeting time. Each PLC meeting will be focused on the cycle of inquiry (see below) and an agreed upon question for the PLC. The overarching inquiry foci for the year will be rotated as agreed upon by the ILT

Each PLC meeting will be 2 hours.

Tools

There are a variety of tools we will use in our PLC:

- Protocols to help focus our reflection work and critical friendship
- Student work
- Curriculum materials
- Formative assessments (running records, etc.)
- Professional development to build teacher capacity in the content area.

Structure

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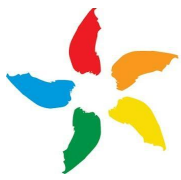
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Here are the five types of activities we will do in our PLC. Some we will do every time we get together and others we will rotate month to month.

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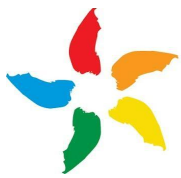


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Activities	Purpose	Frequency
Connect	Being in community is essential to a PLC. At every meeting there is time to connect with each other on a personal level and to build community so that we can trust each other enough to share our practice and give and receive feedback as critical friends.	Every Meeting
Design Solutions to Address Our Inquiry	<p>Inquiry is a fundamental work activity within a PLC that takes the form of asking questions about student learning, challenges and then working collaboratively to design solutions to that challenge. Teachers agree to implement interventions in their classroom to see if they have the desired effect.</p> <p>We are designing interventions that are:</p> <ul style="list-style-type: none"> <i>Systematic:</i> Implemented consistently school-wide <i>Practical:</i> Adhere to the blending of our Waldorf techniques and traditional curriculum methods <i>Effective:</i> Effective in supporting student learning <i>Essential:</i> Are at the core of agreed upon standards and learning outcomes <i>Directive:</i> In use due to our own <i>collective mandate</i> in service of equity. No one gets to opt out. 	Periodically
Review Our Data	<p>The inquiry work in PLCs is grounded in the use of student data to confirm the positive impact of the interventions. The data we use is based on formative assessments that give us “fine grained” information on student’s proficiency with key sub-skills. We use common assessments in order to have a clear and consistent picture of student learning.</p> <p><i>* (“fine grained” data = specific to sub-skills)</i></p>	Periodically
Discuss	<p>At times in the PLC it is necessary to build our collective knowledge through research or review of our own practice to ensure students are learning at high levels. Some times that takes the form of reading articles together, having reflective conversations based on our design work, or reviewing findings based on what we’ve learned from our interventions.</p>	Periodically
Collaborate	<p>A core principle of a PLC is “learning by doing.” Living this principle requires opportunities for collaboration, from designing common assessments, coordinating lessons as a grade level team, or creating something together.</p>	Every Meeting
Next Steps		

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Celebration	Celebration is a powerful tool for communicating what is valued and for building community. It allows for the expression of both appreciation and admiration to counter-balance the sometimes-necessary focus on what is not working.	Every Meeting
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Developmental Pyramid of Learning –

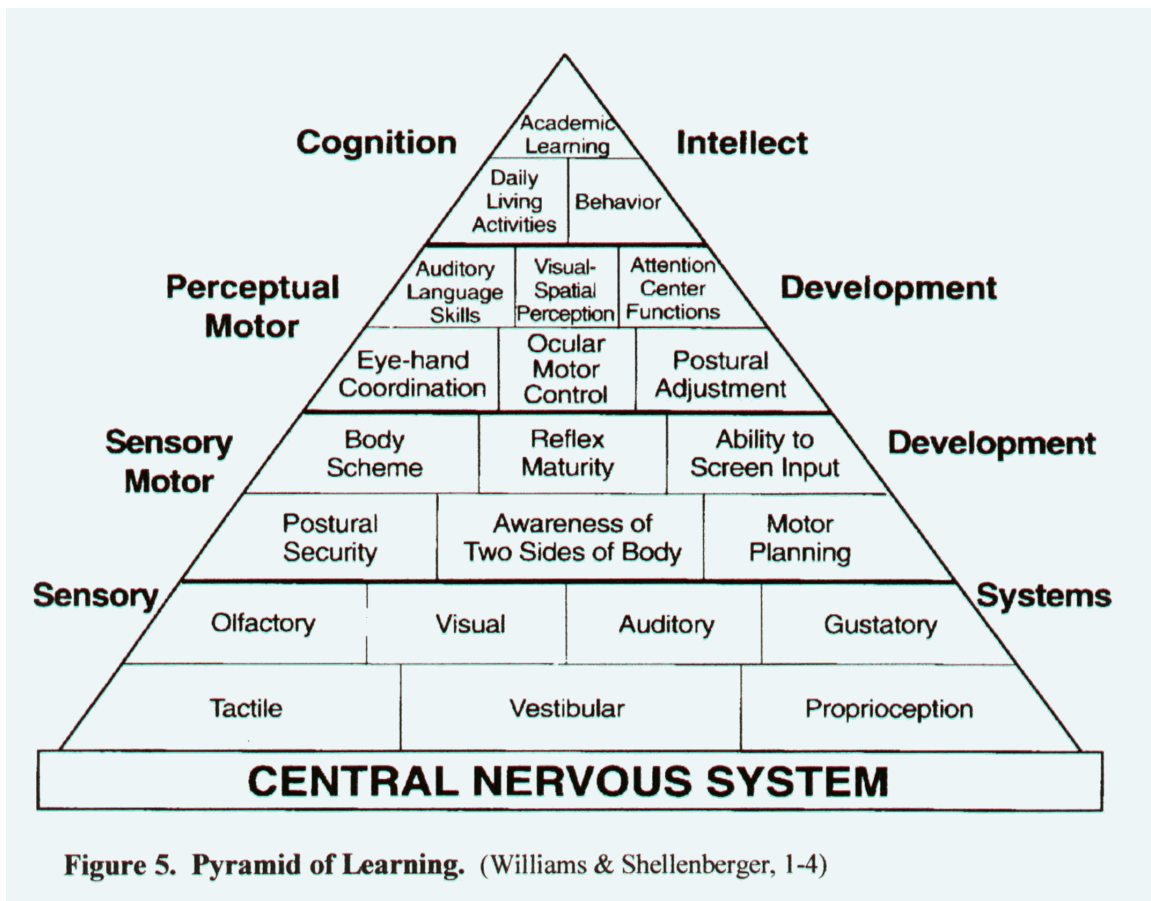
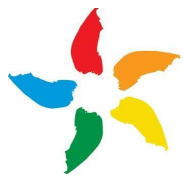


Figure 5. Pyramid of Learning. (Williams & Shellenberger, 1-4)

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Therapy/Works, Inc./Alert Program

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