Learning about the School

The executive coach and the principal/leadership teams should discuss/summarize:

- School Improvement Plan
- CMT/CAPT Data (if separate from SIP)
- Cambridge Report
- Common Formative Assessment Data
- School Schedule/Organizational Structure
- Instructional Design Components i.e. curriculum and instruction tools, resources, and approaches

Items/Data	Notes/Comments
SIP	
CMT/CAPT Data	
Cambridge Report	
CFA Data	
School Schedule/Org	
Instructional Design	

Professional Conversations

Use the following questions as a guide to begin important conversations and set the stage for gaining mutual clarity between the school leader/leadership team and the executive coach about mutual development of an action plan.

Setting the Stage	
Questions/Discussion Points	Notes/Comments
Has your staff been provided with an overview of the processes presented in DDDM, MSW, and ETS?	
Describe the leadership capacity to move these initiatives forward? Who are the leaders at the district and school levels? Who is committed to seeing these initiatives through?	
What processes are currently in place for making decisions about teaching and learning, professional development etc . . based on data?	
What are the major components of the school and district's improvement plans? Are these initiatives explicitly part of these plans? If no, how do they connect?	
How have you addressed coherence and relevance between initiatives with your leadership team and the district?	
What provisions/resources ($, time, resources, substitutes) are in place to support these initiatives?	
What structures are in place for people to work in small learning communities (for the purpose of powering standards, developing and critiquing performance tasks, and using data protocols?	

Setting the Stage	
Questions/Discussion Points	Notes/Comments
How have you planned for initiation, implementation, and sustainability (change process) as it relates to these initiatives? What do you currently have in place to sustain this initiative? If nothing, may we suggest …	
How can I provide additional support as you implement these initiatives?	
What historical or cultural factors do we need to be aware of prior to working with your school/district?	
What structures currently exist that will support the implementation of these initiatives?	
What would have to happen for you to say these initiatives have been successful? What would it look like, feel like …?	

MSW	
Questions/Discussion Points	Notes/Comments
What experience does your team and/or district have with MSW?	
To what extent are teachers familiar with the district's curriculum? State frameworks? Are these documents consistently used by teachers?	
Does your district have written curriculum aligned with the most current revisions of the CT Curricular Frameworks. Please note the date of the last revision for each area.	Language Arts? _____? Math _____ Science? _____Social Studies?_____ Technology? _____
Do you believe the various content area curricula are closely aligned to the current state frameworks?	
What is the process for curriculum revision, including timelines?	
What curriculum and instruction related training has staff had? (e.g. UBD, Differentiated Instruction, Concept-Based Instruction, Curriculum Mapping, Performance Tasks, Rubrics etc…)	
Has your district implemented performance assessments in any content area? Which ones?	
Do your teachers have any experience in creating or using engaging scenarios?	
Does your district have a content specialist (e.g. LA Consultant or math specialist) who will be working with the team powering the standards?	

DDDM	
Questions/Discussion Points	Notes/Comments
What experience does your district have with DDDM?	
Does your district have common grade level or subject area assessments? What do they look like? How are they developed? How do teachers use the assessment data?	
Are other collaborative teams currently in place (e.g. early intervention, positive behavior support teams, student assistance teams, school improvement teams …) that use data decision-making?	
Are teams members knowledgeable of existing data-bases? What data is housed? Needed? How are the data organized or managed?	
Do grade levels have common planning time?	
What training has been provided in the areas of assessment development, examining student work, and rubric development at the elementary, middle, and high school levels?	

Observations

Use the following to organize walkthrough observations.

Objectives	Need Level (rating 1-3)	Comments
MSW		
Teachers can narrow standards to the power standards.		
Teachers can identify critical content and skills by unwrapping the standards.		
Teachers identify the Big Ideas they want students to remember.		
Teachers write and implement essential questions.		
Teachers design performance assessments aligned with the essential questions.		
Teachers write Engaging Scenarios to motivate students.		

Use the following to organize walkthrough observations.

Objectives	Need Level (rating 1-3)	Comments
DDDM		
Teachers review district and school data to inform instruction.		
Teachers can recognize early warning indicators through routine analysis and sharing of data.		
Teachers use data to routinely monitor instructional strategies linked to classroom, school, and/or district assessments.		
Teachers have established and incorporate collaboration skills with school teams that incorporate data into informing instruction.		
School has created a performance driven school improvement plan that drives classroom instruction.		

Use the following to organize walkthrough observations.

Objectives	Need Level (rating 1-3)	Comments
ETS		
Teachers use a variety of teaching methods and strategies to enable all students to learn effectively.		
Classrooms run smoothly with both teachers and students taking ownership of their routine operations.		
Regular opportunities are provided for students to exhibit or demonstrate their skills and achievements.		
Teachers effectively uses closure activities to review what has been learned and assess students understanding of classroom learning objectives.		
Teachers monitor their students carefully as progress in their learning. Questions are posed at various levels to engage the students; they activate background knowledge, reveal high expectations, and are used to clarify learning.		