

Key Considerations for Action Plan Monitoring				
Quality – Skill	Fidelity – Appropriate Use	Intensity – Focus and Commitment	Consistency – Same Way	
<i>Deference to Expertise</i>	<i>Sensitivity to Operations</i>	<i>Reluctance to Simplify</i>	<i>Preoccupation with Failure</i>	<i>Commitment to Resilience</i>
<p align="center"><u>McREL’s Leadership Responsibilities –</u></p> <p>Purposeful Community – Affirmation, Communication, Culture, Ideals/Beliefs, Input, Relationships, Situational Awareness, and Visibility</p> <p>Magnitude of Change – Change Agent, Flexibility, Ideals/Beliefs, Intellectual Stimulation, Knowledge of CIA, Monitor/Evaluate, and Optimize</p> <p>Focus of Leadership – Contingent Rewards, Discipline, Involvement in CIA, Order, Outreach, and Resources</p> <p>Purpose – People need to understand; leaders need to explain.</p> <p>Picture – People need to see what the outcome looks like; leaders need to show the picture.</p> <p>Plan – People need to know the plan; leaders need to lay out the plan.</p> <p>Part – People need a part; leaders need to allocate parts.</p>				

Academic Focus Monitoring		
How firmly grounded are your actions research-based practices?		
How well are your actions connected to Guaranteed and Viable Curriculum?	How well are your actions connected to Challenging Goals and Effective Feedback?	How well are your actions connected to Instructional Strategies?
<ul style="list-style-type: none"> • Consensus on essential learning • Adequate time to learn content • Guarantee essential content is taught • Align assessments with essential learning 	<ul style="list-style-type: none"> • Monitoring • Establishing challenging goals for students (Rigor) 	<ul style="list-style-type: none"> • Classroom Instruction that Works (CITW) • Explicit Direct Instruction (EDI)
<p><i>Is your reform “Vanilla” or are you moving toward the “Box of Chocolates” effect?</i></p> <p><i>What specific actions are you taking to increase reliability and reduce variability?</i></p>		

TNReady and Balanced Assessment Monitoring

<ul style="list-style-type: none"> Grade level collaboration is focused on instructional planning and assessment. 	<ul style="list-style-type: none"> District writing plan is being implemented and monitored. 	<ul style="list-style-type: none"> EDI is being used as the district model for delivering instruction. 	<ul style="list-style-type: none"> A plan has been created to ensure the regular use of the MICA and MIST platforms. 	<ul style="list-style-type: none"> Content is being assessed through the use of items that mimic the TNReady assessment item types. 	<ul style="list-style-type: none"> Students are receiving ongoing feedback in RLA and math and are using the feedback to set goals and be accountable for their learning.
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Response to Intervention and Instruction (RTI²) Monitoring

Professional Learning <ul style="list-style-type: none"> Appropriate building-level professional learning activities are conducted at the building level for faculty and staff. 	Tier 1 Instruction <ul style="list-style-type: none"> Instruction is conducted with mindful analysis of all related issues. Instruction is differentiated based on results of analyses. Teachers are coached effectively. 'Master' teachers assist others on commonly missed concepts. 	Parent Communication/Engagement <ul style="list-style-type: none"> BOY, 5th week, and 10th week data chats for fall/winter/spring cycles are taking place. Teachers are <i>calling</i> parents to explain <i>what</i> is happening with their child; <i>why</i> it is happening; and if possible, <i>how</i> parents can extend interventions (i.e., fluency folders, math facts practice) 	Diagnostic Testing <ul style="list-style-type: none"> Skill deficits are identified by 'drilling down' through appropriate diagnostic testing. If intervention is not working, faculty is working together to determine fixes. 	Data Chats/Data Reporting <ul style="list-style-type: none"> Include grade <i>level</i>, not individual teachers. Use AC's expertise to identify effective interventions. Plan for data chats (allow teachers time to discuss students, their needs and resources). Discuss/document how intervention translates into greater access/success in Tier I. 	Fidelity Checks <ul style="list-style-type: none"> Fidelity checks are being used to determine effectiveness. Experts on identified assist others in appropriate use of fidelity checks.
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STEM Monitoring

Collaboration <ul style="list-style-type: none"> • Daily and/or weekly schedules allow math and science teachers sufficient time to collaborate. • The collaboration process is effectively facilitated. • The previously identified expected outcomes from collaboration are being realized. • An ongoing process is in place to evaluate the effectiveness of the collaborative process. 	Science and Math Integration <ul style="list-style-type: none"> • Science and Math integration meets identified expectations. • Ongoing promotion of the integration of Science and Math curriculums is taking place throughout the building. • Teachers are meeting the expectations set for Science and Math integration. • Appropriate evaluation of Science and Math integration is taking place. 	Teacher Support <ul style="list-style-type: none"> • Multiple, differentiated supports are available for new or struggling teachers. • Specific recommendations are made for teachers struggling with content knowledge and/or integration. • Support recommendations are monitored for effective implementation and impact. • Intentional activities are in place to build self-efficacy in new teachers. • The beliefs system of traditional teachers is being transformed. 	Community-Business Partnerships <ul style="list-style-type: none"> • Steps are in place to help business partners increase teacher content knowledge, career awareness and global connections. • Community and business partners are being integrated into the school day and/or after school events. • Additional opportunities are in place to connect with the community stakeholders and business partners. • Community stakeholders and business partners are providing most needed types of support.
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Academies Monitoring

Collaboration <ul style="list-style-type: none"> • Time is available during the day for collaborative team meetings. • Collaborative team meetings are productive. • Collaboration between Academy team members and stakeholders (counselors, other teachers, community members) is taking place. • Teacher fidelity in the use of collaborative plans in working with students is monitored. 	Integration <ul style="list-style-type: none"> • Teachers buy-in to the Academy concept. • Teachers understand why integration is important. • Challenges are standards-based and assess multiple subject areas. • Teachers possess the content knowledge needed for successful integration. • Administrator has sufficient content knowledge to successfully lead conversations. 	Teacher Support <ul style="list-style-type: none"> • The professional learning needs of the team as a whole and of individual teachers are being addressed. • Teachers new to the Academy concept are appropriately supported. • Teachers with previous Academy experience yet who have struggled with integration, collaboration, or making community connections are supported. 	Community-Business Partnerships <ul style="list-style-type: none"> • Employers, post-secondary institutions and community members are working in tandem with the mission of the Academy • Demand has been created for both in-kind and monetary or equipment donations from community members to the Academy.
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