Key Practice 5: Monitor and Provide Feedback and Support

**Role**

To what degree do districts and their schools:

- Support and lead district to understand the importance of and relationship between monitoring for improvement and monitoring for compliance?

- Support school districts in designing and using formative indicators and protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

- Provide tools, products, and/or services that support districts in monitoring the degree of implementation of focused improvement strategies and the effect on student learning?

- Provide tools, products, and/or services that support districts in providing feedback and differentiated support to schools and school-level teams on to teachers and teacher leaders?

**Districts & the Schools**

To what degree do districts and their schools:

- Use a set of district-defined formative indicators for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student learning?

- Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

- Monitor the degree of implementation of focused improvement strategies across the system?

- Monitor the progress of students, and examine where and why students may be struggling?

- Require senior office personnel to actively monitor and provide feedback to principals and school-level teams on the implementation of focused instructional practices?

- Require principals to actively monitor and provide feedback to teachers and teacher leaders on the implementation of focused instructional practices?

- Provide differentiated support as needed, to schools and teachers in the implementation of focused instructional strategies?

- Model the effectiveness of feedback and/or differentiated support provided to schools and teacher leaders?

**Parents & Families**

To what degree are parents/families empowered to:

- Provide feedback to the school or teacher(s) on their child’s progress in relation to focused instructional strategies?

- Work with the school or teacher(s) to monitor the implementation of focused instructional strategies and the effect of such implementation on their child’s progress and learning?

Key Practice 6: Inquire and Learn

**Role**

To what degree do districts and their schools:

- Provide opportunities for collective reflection and learning among LEDA staff?

- Provide tools, products, and/or services that support districts in evaluating the degree of implementation of focused instructional strategies and its effects on changes in student progress in student groups?

- Recognize districts for continued improvement in the learning of their students and student groups?

- Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

**Districts & the Schools**

To what degree do districts and their schools:

- Foster and communicate a sense of urgency for continuous improvement and positive change in student learning?

- Engage everyone in continually evaluating the effect of the district’s focused instructional practices on district and school performance, and student learning?

- Establish a decision-making process that supports shared learning across and among central office personnel, school personnel, and teacher teams?

- Support principals in actively participating in collegial discussions around indicators and its effects on student learning?

- Require principals to provide active oversight and coordination of the instructional program?

- Provide resources to support district-wide professional learning focused on improving instructional practice and student learning?

- Have established parameters for making decisions about needed changes to the focused instructional strategies?

**Parents & Families**

To what degree are parents/families engaged to:

- Provide information to the district, school, or teacher(s) about what is working/what is not working in their child’s learning?

- Contribute to evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

- Participate in district or school professional learning opportunities?

What Matters Most: Key Practices Guide

**What Matters Most: Key Practices Guide**

Moving Your Numbers

Parents & their schools

districts & state education agencies

- To what degree do parents/families engage in and support focused instructional strategies?

- Why are they being successful?

- Why are they failing?

- To what degree are parents empowered to:

- What is working/what is not working in their child’s learning?

- Contribute to evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

- Participate in district or school professional learning opportunities?

- Provide opportunities for collective reflection and learning among district staff?

- Provide tools, products, and/or services that support districts in evaluating the degree of implementation of focused instructional strategies and its effects on changes in student progress in student groups?

- Recognize districts for continued improvement in the learning of their students and student groups?

- Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

- Use data to evaluate the effect of strategic interventions on student learning?

- Contribute to evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

- Participate in district or school professional learning opportunities?

- Provide opportunities for collective reflection and learning among district staff?

- Provide tools, products, and/or services that support districts in evaluating the degree of implementation of focused instructional strategies and its effects on changes in student progress in student groups?

- Recognize districts for continued improvement in the learning of their students and student groups?

- Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

- Use data to evaluate the effect of strategic interventions on student learning?

- Contribute to evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

- Participate in district or school professional learning opportunities?

- Provide opportunities for collective reflection and learning among district staff?

- Provide tools, products, and/or services that support districts in evaluating the degree of implementation of focused instructional strategies and its effects on changes in student progress in student groups?

- Recognize districts for continued improvement in the learning of their students and student groups?

- Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

- Use data to evaluate the effect of strategic interventions on student learning?

- Contribute to evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

- Participate in district or school professional learning opportunities?

- Provide opportunities for collective reflection and learning among district staff?

- Provide tools, products, and/or services that support districts in evaluating the degree of implementation of focused instructional strategies and its effects on changes in student progress in student groups?

- Recognize districts for continued improvement in the learning of their students and student groups?

- Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student outcomes?

- Use data to evaluate the effect of strategic interventions on student learning?

- Contribute to evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

- Participate in district or school professional learning opportunities?
The real problem is the lack of full implementation. Reeves (2006) documents the fact that we should not expect to achieve the outcomes identified in the research without the discipline of execution is incomplete and ineffective (p. 34). All too often we achieve limited success and blame this on the intervention, while in reality the cause is the lack of full implementation.

For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

Key Practice 2: Focus Your Goals

To what degree do state education agencies (SEAs):

- Focus and align their collective work to effectively support all districts, schools, and teachers in improving instructional practices and student learning?
- Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers in the state?
- Provide tools, products, and/or services that facilitate districts in developing a building plan aligned to their goals and that support all districts in the state to develop a developing a building plan aligned to their goals?
- Make intentional decisions to align resources (fiscal, material, personnel) across the district to meet district-wide goals?
- Ensure that all SEA initiatives soliciting district involvement require responding districts to align proposed work identified needs in the area of instruction and student learning?

To what degree do districts and their schools:

- Use a data-driven approach to develop a district-wide plan of focused instructional goals and measurable strategies and actions, directly related to addressing the district’s greatest needs related to instruction and student learning?
- Reflect in district goals that the core work and priority of the district is to improve teaching and learning?
- Gauge their child’s performance in response to teachers’ implementation of focused instructional practices?
- Understand what full implementation of focused instructional practices looks like?
- Actively maintain a focus on improving instructional practice and student learning?
- Ensure that professional development is directly related to the identified instructional practices chosen for implementation?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?

To what degree are parents/families empowered to:

- Contribute to the identification of focused district goals for improving instruction and achievement?
- Support the district in reaching district-wide goals?
- Participate in activities related to school-level strategies designed to reach district goals?
- Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?
- Offer feedback to schools and district officials on the relevance of district goals and school-level strategies in meeting their child’s instructional needs?

To what degree do state education agencies (SEAs):

- Make their primary role be about helping all school districts in their state improve the quality of instruction provided to all students?
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work intentionally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Establish a statewide system of support intentionally designed to provide consistent, high-quality technical assistance to all districts in the state to improve instructional practice and student learning?
- Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher-level?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide professional development for schools to learn from each other, for principals to learn from each other, and for teachers to learn from each other?

To what degree do districts and their schools:

- Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?
- Take steps to build a common language among all staff that what constitutes high-quality instructional practice?
- Ensure access full support with a well-designed programs for all students and student groups?
- Ensure that the use of prevention/intervention strategies is implemented consistently and at a high level, rather than separate from, the district’s instructional program?
- Require the use of engaging assessment and progress monitoring to inform instruction at the district, school, and teacher-level?
- Establish a statewide system of support for helping all districts to improve instructional practice and student learning?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work intentionally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?
- Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher-level?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work intentionally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work intentionally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?
- Take steps to continually reduce fragmentation across SEA offices and departments by requiring shared, cross-agency work intentionally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Promote for the statewide-use of collaboratively developed common classroom assessment frameworks as part of the instructional process?
- Provide tools, products, and/or services that support districts in fully implementing identified instructional strategies?
What Matters Most: Key Practices Guide

KEY PRACTICE 2: FOCUS YOUR GOALS

When asked to describe the new initiatives undertaken in the last year or two, most teachers and administrators would list a litany of initiatives, often disconnected. If asked, “What are the district or school improvement initiatives?” most teachers and administrators often cannot articulate them. Reeves (2006) referred to this as the “not all instructional strategies are equal” phenomenon. Most of us can identify a whole host of initiatives that were undertaken with great fanfare but then implemented poorly. Therefore, it is critical to focus initiatives on those that have the highest likelihood of success.

Considerations for Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

- Focus on goals that are aligned with district-wide goals and strategies.
- Ensure that all schools in the district align their work with district-established goals and strategies.
- Use a data-driven needs assessment to develop a limited number of focused goals and measurable strategies.
- Use teacher professional development to support the implementation of focused instructional strategies.
- Support school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are separate from, the district’s instructional program.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to teachers to continually reduce fragmentation across SEA offices and departments.
- Define what full implementation of identified instructional strategies looks like.
- Identify goals that are aligned with high-quality instructional practices.
- Ensure that all staff are accountable for following through on focused instructional strategies, while providing them with multiple opportunities for practice and support.
- Support school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are separate from, the district’s instructional program.
- Ensure that all staff are accountable for following through on focused instructional strategies, while providing them with multiple opportunities for practice and support.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide additional support to roadblocks.
- Define the district’s vision and goals for continuous improvement.
- Ensure that all schools in the district align their work with district-established goals and strategies.
- Use a data-driven needs assessment to develop a limited number of focused goals and measurable strategies.
- Use professional development to support the implementation of focused instructional strategies.
- Support school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are separate from the district’s instructional program.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to teachers to continually reduce fragmentation across SEA offices and departments.

What Matters Most: Key Practices Guide

KEY PRACTICE 3: SELECT AND IMPLEMENT SHARED INSTRUCTIONAL PRACTICES

The over the last several decades the research on effective instructional practices has demonstrated that “not all instructional strategies are equal” (Guskey et al., 2001). In their synthesis of instructional practices and characteristics, state agencies (includinG regional agencies and state agencies) have identified key instructional practices that are effective in improving student learning. While many instructional practices have had limited success at implementing at large scale, the research on effective instructional practices has demonstrated that “not all instructional strategies are equal” (Guskey et al., 2001). A recent synthesis of over 800 meta-analyses provides clear guidance in this area (Hattie, 2009). While most educators understand these findings, the challenge is to implement them at a large scale.

Considerations for Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

- Evaluate the degree to which districts are advisory.
- Screen, interview, select, and provide ongoing support to staff based on district-wide goals.
- Make intentional decisions to align resources (fiscal, material, personnel) across the district to meet district-wide goals.
- Ensure that all schools in the district align their work with district-established goals and strategies.
- Identify goal setting as an important leadership responsibility.
- Identify the capacity of all districts, schools, and teachers in the state.
- Provide tools, products, and/or services that facilitate the development of coherent district and school plans that are useful in helping all districts, schools, and teacher teams in improving instructional practice and student learning.
- Focus and align their collective work to effectively support all districts, schools, and teachers in improving instructional practice and student learning.
- Identify goal setting as one of the most critical school leadership responsibilities.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to roadblocks.
- Define what full implementation of identified instructional strategies looks like.
- Ensure that all staff are accountable for following through on focused instructional strategies, while providing them with multiple opportunities for practice and support.
- Support school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are separate from the district’s instructional program.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to teachers to continually reduce fragmentation across SEA offices and departments.
- Define what full implementation of identified instructional strategies looks like.
- Ensure that all staff are accountable for following through on focused instructional strategies, while providing them with multiple opportunities for practice and support.
- Support school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are separate from the district’s instructional program.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to teachers to continually reduce fragmentation across SEA offices and departments.

What Matters Most: Key Practices Guide

KEY PRACTICE 4: IMPLEMENT DEEPLY

Most of us can identify a whole host of initiatives that were undertaken with great fanfare but then implemented poorly. Therefore, it is critical to focus initiatives on those that have the highest likelihood of success.

Considerations for Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

- Screen, interview, select, and provide ongoing support to staff based on district-wide goals.
- Make intentional decisions to align resources (fiscal, material, personnel) across the district to meet district-wide goals.
- Ensure that all schools in the district align their work with district-established goals and strategies.
- Identify goal setting as one of the most critical school leadership responsibilities.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to roadblocks.
- Define what full implementation of identified instructional strategies looks like.
- Ensure that all staff are accountable for following through on focused instructional strategies, while providing them with multiple opportunities for practice and support.
- Support school districts to identify a limited number of goals for focusing all work, rather than multiple goals that are separate from the district’s instructional program.
- Ensure that professional development is directly related to the identified instructional strategies chosen for improvement.
- Provide ongoing support to teachers to continually reduce fragmentation across SEA offices and departments.
Moving Your Numbers

Families
Parents &
(including regional education)
Robinson (2008) identifies goal setting as one of the most critical school leadership responsibilities. To this problem as “initiative fatigue,” while Fullan (2008) calls this “repetitive change syndrome.” If teachers, schools, and districts are to make improvement connected. If asked, “What are the district or school improvement initiatives?” most teachers and administrators often cannot articulate them. Reeves (2006) referred when asked to describe the new initiatives undertaken in the last year or two, most teachers and administrators would list a litany of initiatives, often disconnected. What Matters Most: Key Practices Guide

To what degree are parents/families empowered to:

- Contribute to the identification of focused district goals for improving instruction and achievement?
- Support the district in reaching district-wide goals?
- Participate in activities related to school-level strategies designed to reach district goals?
- Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?
- Offer feedback to schools and district officials on the relevance of district goals and school-level strategies in reaching their child’s instructional needs?

To what degree do state education agencies (SEAs):

- Focus and align their collaborative work effectively to support all districts, schools, and teachers in improving instructional practice and student learning?
- Establish common goals that require offices and departments across the SEA to work together to build the capacity of all districts, schools, and teachers to learn?
- Provide tools, products, and/or services that facilitate focused goal setting by all districts, all schools, and all teachers to improve instructional practice and student learning?
- Establish mechanisms for providing high-visibility and consistent support – including facilitating and promoting professional development across the state and in all districts in the state – that link the use of a limited number of focused district goals directly related to district identified needs in the area of instruction and student learning?

To what degree do districts and their schools:

- Use a data-driven needs assessment to develop a district’s number of focused goals, and measurable strategies and actions, directly related to addressing the district’s greatest needs relative to instruction and achievement?
- Reflect in district goals that the core work and priority of the district is to improve teaching and learning?
- Ensure that all school in the district align their work with district established goals and strategies?
- Identify goal setting as an important leadership responsibility?
- Develop a single coherent district plan to identify focused district goals and report that each school develops a building plan aligned to district goals?
- Make federal decisions to include core resource (local, material, personnel) across the district to meet district-wide goals?
- Screen, interview, extend, and provide ongoing support to high to support development.
- Engage the larger community, including based members, in establishing and sustaining a focus on district-wide goals and actions.

To what degree are parents/families empowered to:

- Support the district in reaching district-wide goals?
- Participate in activities related to school-level strategies designed to reach district goals?
- Understand the relationship between their child’s classroom instruction and school-level strategies designed to reach district goals?
- Offer feedback to schools and district officials on the relevance of district goals and school-level strategies in reaching their child’s instructional needs?

To what degree do state education agencies (SEAs):

- Make their role as leaders to be helping all districts in their state improve the quality of instruction provided to all students?
- Take steps to continually reduce fragmentation across SEA offices and departments by sharing required, cross-agency work intentionally designed to increase the capacity of all districts to improve instructional practice and student learning?
- Establish a statewide system of support intentionally designed to provide consistent, high-quality technical assistance to all districts in the state to improve instructional practice and student learning?
- Ensure that the SEA act in concert with state-level goals?
- Recognize districts for systemic wide improvement efforts that have a positive affect on all students and student groups?

To what degree are state districts and their schools:

- Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?
- Take steps to build a common language among all staff so that everyone can have high-quality instructional practice?
- Ensure full access to challenging content aligned with rigorous standards for all students and student groups?
- Ensure that the use of prevention/intervention strategies is implemented consistently at all levels rather than separate from, the district’s instructional program?
- Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher/level:
- Provide for the system-wide use of collaboratively developed common classroom formative assessment as part of the instructional process?
- Provide structured opportunities for schools to learn from each other, for principals to learn from each other, used for teachers to learn from each other?

To what degree are parents/families empowered to:

- Support the delivery of instruction to their children in targeted areas?
- Work with their child’s teacher(s) in using common classroom formative assessment to gather and provide feedback to their child’s level of understanding and application of content learned?

To what degree do districts and their schools:

- Require the use of ongoing assessment and progress monitoring at the district, school, and teacher/level to improve instructional practice and student learning?
- Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?
- Take steps to build a common language among all staff so that everyone can have high-quality instructional practice?
- Ensure full access to challenging content aligned with rigorous standards for all students and student groups?
- Ensure that the use of prevention/intervention strategies is implemented consistently at all levels rather than separate from, the district’s instructional program?
- Require the use of ongoing assessment and progress monitoring to inform instruction at the district, school, and teacher/level?
- Provide for the system-wide use of collaboratively developed common classroom formative assessment as part of the instructional process?
- Provide structured opportunities for schools to learn from each other, for principals to learn from each other, used for teachers to learn from each other?

To what degree are parents/families empowered to:

- Support the implementation of focused instructional strategies for improving student achievement at all levels?
- Understand the need for full implementation of focused instructional strategies?
- Understand what full implementation of focused instructional practices looks like?
- Gauge their child’s performance in response to teachers’ implementation of focused instructional strategies?
Moving Your Numbers

Families

their schools

agencies

education

What Matters Most: Key Practices Guide

Key Practice 5: Monitor and Provide Feedback and Support

CONSIDERATIONS

To what degree do state education agencies (SEAs):

- Support and help districts to understand the importance of and relationship between monitoring for improvement and providing feedback and support for continuous improvement?
- Support school districts in designing and using formative indicators and protocols/protocols for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student learning?
- Provide tools, products, and/or services that support districts in monitoring the degree of implementation of focused improvement strategies and its effect on student learning?
- Provide tools, products, and/or services that support districts in providing feedback and differentiated support to schools and school-level teams on to teachers and teacher teams?

To what degree do districts and their schools:

- Use a set of district-wide identified indicators for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student learning?
- Use a consistent set of protocols/protocols for measuring district-wide implementation of focused improvement strategies and the effect of such strategies on student achievement?

To what degree do districts and their schools:

- Foster and communicate a sense of urgency for continuous improvement and positive change in student learning?
- Engage everyone in continually evaluating the effect of the district’s focused instructional practices on district and school performance, and student learning?
- Establish a decision-making process that supports shared learning among and across central office personnel, school personnel, and teacher teams on the implementation of focused instructional practices?
- Require principals to provide active oversight and coordination of the instructional program?
- Provide resources to support district-wide professional learning focused on improving instructional practice and student learning?

To what degree do districts and their schools:

- Engage everyone in continually evaluating the effect of the district’s focused instructional practices on district and school performance, and student learning?
- Support principals in actively participating in collegial discussions around instructional improvement and its effects on student learning?
- Require principals to provide active oversight and coordination of the instructional program?
- Ensure resources to support district-wide instructional learning focused on improving instructional practice and student learning?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree are parents/families empowered to:

- Provide information to the district, school, or teacher about what and how they are learning and what they are struggling with?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-defined goals have been met?
- Participate in district- or school-level professional learning opportunities?

To what degree do districts and their schools:

- Provide opportunities for collective reflection and learning among SEA staff?
- Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or support provided to SEA staff?
- Provide guidance, strategies, and decision-support tools for using data to improve the learning of all students?
- Establish clear expectations for effective data use across LEAs, districts and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree are parents/families empowered to:

- Provide information to the district, school, or teacher about what and how they are learning and what they are struggling with?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-defined goals have been met?
- Participate in district- or school-level professional learning opportunities?

To what degree are districts and their schools:

- Provide strategies and the effect of such implementation on student learning?
- Monitor the progress of students, and examine where and why students may be struggling?
- Evaluate SEA progress in supporting all districts to make improvements in adult professional practice and student learning?
- Support principals in actively participating in collegial discussions around instruction and its effects on student learning?
- Establish a decision-making process that supports shared learning across and among central office personnel, school personnel, and teacher team members?
- Establish clear expectations for effective data use across LEAs, districts, and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree are parents/families empowered to:

- Provide information to the district, school, or teacher about what and how they are learning and what they are struggling with?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-defined goals have been met?
- Participate in district- or school-level professional learning opportunities?

To what degree are parents/families empowered to:

- Provide information to the district, school, or teacher about what and how they are learning and what they are struggling with?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-defined goals have been met?
- Participate in district- or school-level professional learning opportunities?

What Matters Most: Key Practices Guide

Key Practice 6: Inquire and Learn

While stakeholders provide periodic progress, attention decision-making by tying to guiding fundamental questions (Ravere, 2020). At the grade-level, department, course, building, and district level, we need tools to reflect on our collective and individual practices, answer meaningful questions, and understand how we’re doing. Important questions for teams to use as support systems to inquire the following:

- What are we the practices being implemented well?
- Why are we doing it well?
- Why are we doing it poorly?
- Why are we doing it unsatisfactorily?

Families

their schools

agencies

education

What Matters Most: Key Practices Guide

Key Practice 1: Use Data Well

While districts, schools, and individual teachers, use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state and school-level tests. In fact, many stakeholders consider the use of data to be a diagnostic tool only that allows them to analyze how students are performing. We must change these viewpoints and consider the use of data to be an instructional tool that supports teachers and students in understanding how to improve their learning. Districts and schools have “found their comfort” for children have been in engaging in developing diagnostic tools that allow for more colloborative use of data to support decision-making. While these data are important for strategic planning, they provide the guidance policymakers to teachers on instruction and practice in classrooms. These processes include the development of new instructional practices and the effective use of data to support instructional improvement. The second component includes the implementation of student progress indicators that have been collaboratively developed and owned by the team.

To what degree do state education agencies (SEAs):

- Have established parameters for making decisions about needed changes to the district’s improvement strategies?
- Require central office personnel to actively monitor and provide feedback to principals and school-level teams on the implementation of focused improvement strategies and the effect of such implementation on student learning?
- Engage everyone in continually evaluating the effect of the district’s focused instructional practices on district and school performance, and student learning?
- Support principals in actively participating in collegial discussions around instruction and its effects on student learning?
- Establish a decision-making process that supports shared learning across and among central office personnel, school personnel, and teacher team members?
- Establish clear expectations for effective data use across LEAs, districts, and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree do districts and their schools:

- Require principals to provide active oversight and coordination of the instructional program?
- Provide resources to support district-wide professional learning focused on improving instructional practice and student learning?
- Establish clear expectations for effective data use across LEAs, districts, and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree do districts and their schools:

- Provide support at all levels in the effective use of data to facilitate higher levels of learning for all students?
- Provide opportunities for collective reflection and learning among SEA staff?
- Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or support provided to SEA staff?
- Provide guidance, strategies, and decision-support tools for using data to improve the learning of all students?
- Establish clear expectations for effective data use across LEAs, districts and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree are parents/families empowered to:

- Provide information to the district, school, or teacher about what and how they are learning and what they are struggling with?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-defined goals have been met?
- Participate in district- or school-level professional learning opportunities?

To what degree do districts and their schools:

- Provide tools, products, and/or services that support districts in evaluating the degree of implementation of focused instructional strategies and its effects on changes in adult professional practice and student learning?
- Provide opportunties for collective reflection and learning among SEA staff?
- Require principals to provide active oversight and coordination of the instructional program?
- Provide resources to support district-wide professional learning focused on improving instructional practice and student learning?
- Engage everyone in continually evaluating the effect of the district’s focused instructional practices on district and school performance, and student learning?
- Support principals in actively participating in collegial discussions around instructional improvement and its effects on student learning?
- Require principals to provide active oversight and coordination of the instructional program?
- Provide resources to support district-wide professional learning focused on improving instructional practice and student learning?
- Establish clear expectations for effective data use across LEAs, districts, and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree are parents/families empowered to:

- Provide information to the district, school, or teacher about what and how they are learning and what they are struggling with?
- Contribute to evaluating the degree to which focused instructional strategies have been implemented and district-defined goals have been met?
- Participate in district- or school-level professional learning opportunities?

To what degree do districts and their schools:

- Participate in district or school professional learning opportunities?
- Establish a decision-making process that supports shared learning across and among central office personnel, school personnel, and teacher team members?
- Establish clear expectations for effective data use across LEAs, districts, and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
- Establish formal mechanisms for making decisions about needed changes to the district’s focused instructional practices?

To what degree do districts and their schools:

- Provide support at all levels in the effective use of data to facilitate higher levels of learning for all students?
- Provide tools/products/services that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning?
- Engage everyone in continually evaluating the effect of the district’s focused instructional practices on district and school performance, and student learning?
- Support principals in actively participating in collegial discussions around instruction and its effects on student learning?
- Establish a decision-making process that supports shared learning across and among central office personnel, school personnel, and teacher team members?
- Establish clear expectations for effective data use across LEAs, districts, and related central offices such as SEA, districts & intergovernmental agencies (including regional service areas, districts, and central offices)?
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To what degree are parents/families empowered to:

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Moving Your Numbers

Families

Parents &

districts &

providers

Key Practice 5: Monitor and Provide Feedback and Support

For increasing the Performance of Students with Disabilities as Part of District-wide Improvement

CONSIDERATIONS

To what degree do districts and their schools:

• Use a set of district-defined formative indicators for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student learning?

• Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student learning?

• Provide tools, products, and/or services that support districts in monitoring the degree of implementation and its effect on student learning?

• Provide tools, products, and/or services that support districts in providing feedback and differentiated support to schools and school-level teams on to teachers and teacher teams?

To what degree do districts and their schools:

• Foster a culture of continuous improvement and positive change in student learning?

• Engage everyone in critically evaluating the effect of the district’s focused instructional practices on district and school performance, and on student learning?

• Establish a decision-making process that supports shared learning across and among central office personnel, school personnel, and teacher teams?

• Support principals in actively participating in collegial dialogues around instructional and its effects on student learning.

• Require principals to provide evidence of the curriculum and instruction to the instructional leadership team?

• Provide resources for all levels in the effective use of data to facilitate higher levels of learning for all students and groups of students?

Key Practice 6: Inquire and Learn

For increasing the Performance of Students with Disabilities as Part of District-wide Improvement

CONSIDERATIONS

To what degree do districts and their schools:

• Use data to identify and respond to common needs related to student learning across areas (e.g., region, zone, district, collaborative service areas, districts, schools) that require focused support?

• Establish clear expectations for effective use of data across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and supports provided to schools?

• Ensure that state initiatives are targeted to providing support to underperforming districts and, at the same time, are applicable and used by all districts in the state to continuously support higher levels of learning for all students?

To what degree are parents/families engaged to:

• Provide information to the district, school, or teacher(s) about what is not working to improve their child’s learning?

• Support in evaluating the degree to which instructional strategies have been implemented and district-defined goals have been met?

• Participate in district or school professional learning opportunities?

Key Practice 7: Use Data Well

While districts, schools, and individual leaders use data and have been for some time now, there has been much emphasis placed only on the performance of students or state-wide data. To address this, the focus must shift from just measuring teachers to actually learning what the practices look like when they are being implemented well. This description can take the form of a rubric, checklist, or protocol, but it must clearly delineate what the behavior looks like when being done well. Clear descriptions are defined, their needs are for a monitoring and reporting schedule that describes what interventions or modifications might be needed to support a focused improvement process to the staff on the implementation.

Even if we are successful in our implementation there must be a system in place to provide feedback. To do the system must be clear to allow defini- 

tions of the practices to be described and measured. The description can take the form of a rubric, checklist, or protocol but it must clearly delineate what the behavior looks like when being done well. Clear descriptions are defined, their needs are for a monitoring and reporting schedule that describes what interventions or modifications might be needed to support a focused improvement process to the staff on the implementation.

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Key Practice 5: Monitor and Provide Feedback and Support

For increasing the Performance of Students with Disabilities as Part of District-wide Improvement

CONSIDERATIONS

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• Use a consistent set of protocols/procedures for measuring district-wide implementation of focused improvement strategies and the effect of such implementation on student learning?

• Provide tools, products, and/or services that support districts in monitoring the degree of implementation and its effect on student learning?

• Provide tools, products, and/or services that support districts in providing feedback and differentiated support to schools and school-level teams on to teachers and teacher teams?

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