



Self Study & Implementation Plan  
Handbook



April 30, 2010

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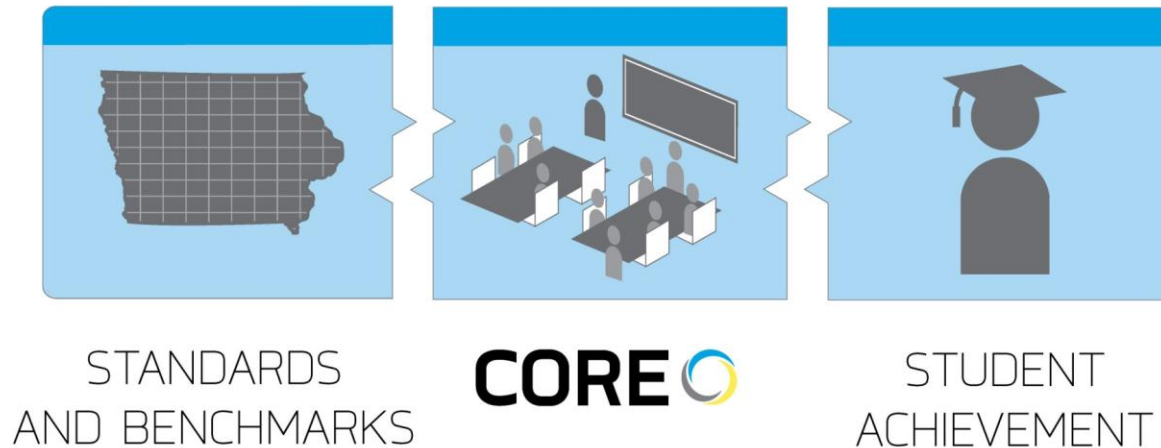
## Implementation Planning

Each school district and accredited non-public school in Iowa is required to develop a written plan to describe its implementation of the Iowa Core. This document provides a process to facilitate planning and a protocol for meeting the requirements to develop an Implementation Plan. *The Self Study & Implementation Plan Handbook* is provided as guidance for use by Leadership Teams. Leadership Teams are encouraged to engage teachers, administrators, and other stakeholders in an ongoing process that begins with preliminary dialogue, analysis of data, coordination of resources, and initial examination of content, instruction, and assessment. This initial work leads to continued in-depth dialogue about alignment of content, instruction and assessment, improved teaching practices, improved systems of support, and increased student engagement.

### The Iowa Core Vision

Each and every K-12 student will learn the essential concepts and skills identified in the Iowa Core for life in the 21st Century.

- Each K-12 educator will embed the essential concepts and skills in rigorous and relevant instruction informed by ongoing formative assessment.
- Each and every educational leader will support and ensure an aligned system of content, instruction, and assessment, focused on the Iowa Core essential concepts and skills.
- The Iowa Department of Education, Area Education Agencies (AEAs), Local Education Agencies (LEAs), and collaborative partners will work together to provide the necessary systems of support to establish and sustain structures as needed for the essential concepts and skills, instruction, and assessment.



## Full Implementation of the Iowa Core

Districts and accredited non-public schools are encouraged to construct their Implementation Plan over an extended period of time. Initial portions of the plan may have been completed during the 2008-2009 school year, with remaining portions of the Plan added as the Leadership Team learns more about how to use the processes and protocols provided by the Iowa Core Network.

**Definition of Full Implementation:** Full implementation is accomplished when the district or school is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the essential concepts and skills of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing impact around alignment and professional development focused on content, instruction, and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.

## Deadlines

Districts and accredited nonpublic schools must:

1. Respond to all outcomes and targets of the Implementation Plan
  - Due July 1, 2010, for grades 9-12
  - Due July 1, 2012, for grades K-8
2. Complete an initial alignment of local content with Core Curriculum essential concepts and skills in Literacy, Mathematics, Science, Social Studies, and 21<sup>st</sup> Century Skills (Civic Literacy, Health Literacy, Financial Literacy, Technology Literacy, and Employability Skills) and steps to address any gaps
  - Due July 1, 2012, for grades 9-12
  - Due 2013-2014, for grades K-8
3. Complete initial analysis of professional development needs in the areas of instruction and assessment and integrate into the District Professional Development Plans (following CSIP procedures)
  - Due July 1, 2012, for 9-12
  - Due 2013-2014, for K-8

## Technical Assistance to Support Districts and Schools

The Iowa Department of Education and the AEAs are collaborating to provide an integrated system of supports to facilitate local districts and schools to engage in a continuous planning process to successfully implement the Iowa Core. The Iowa Core Network will work with each district/school to help local teams learn about the Iowa Core and build their own picture of how they will go about implementing each outcome of the Iowa Core.

Materials and processes developed will be continuously revised based on current knowledge and critical feedback from constituents. It is important that AEAs, districts, and schools provide such feedback, as it is intended to be a dynamic, fluid process that changes over time as new tools, processes and technical assistance are developed to best meet the needs of Iowa's children and youth.

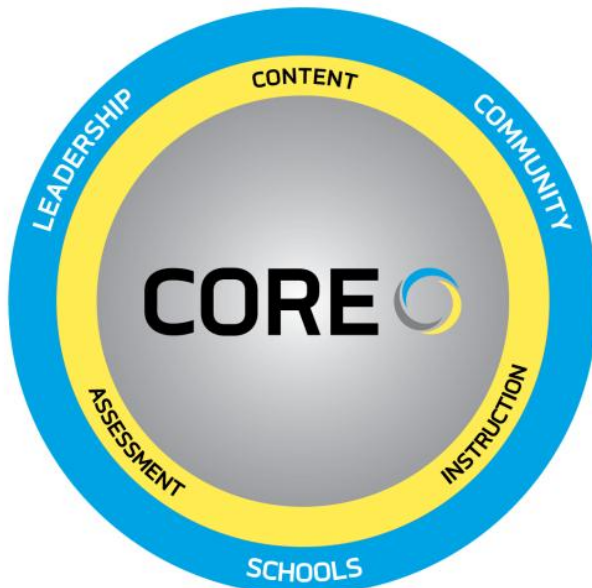
Right People, Right Work,  
**Right Time**

## Implementation Planning Outcomes

There are six outcomes in the Implementation Plan, that when fully implemented will establish:

- An integrated approach to address the systems-level needs of students and educators through the full engagement and focused actions of Leadership, Schools and support agencies, and the Community. The outer circle on the graphic represents the interaction among these three components and the various systems, processes, and initiatives critical in supporting the work of teaching and learning.
- An aligned system of Content, Instruction, and Assessment, focused on the Iowa Core essential concepts and skills. The inner circle focuses attention on:
  - What to teach (Content)
  - How to teach (Instruction)
  - How to determine whether students are learning important content and skills and how to help students keep track of their own progress (Assessment)

The outcomes are listed below with statements that describe the “theory of action” of how these outcomes will accomplish the intended results.



## Implementation Planning Outcomes (cont.)

LEADERSHIP	
<p><b>Outcome 1:</b> School leaders build and sustain system capacity to implement the Iowa Core.</p>	<p><b>Theory of Action:</b> <i>If leadership actions of administrators, teachers, and the school board are focused and committed to providing the expertise, guidance, and resources needed to build capacity and support teaching and learning, <b>then</b> the implementation of the Iowa Core will result in increased student learning and performance.</i></p>
COMMUNITY	
<p><b>Outcome 2:</b> Community members and other supporting agencies work together to support the implementation of the Iowa Core.</p>	<p><b>Theory of Action:</b> <i>If multiple partners including parents, school boards, business and industry, supporting agencies, and other community entities are interdependent, <b>then</b> schools will function as an integrated system to provide a coordinated approach, consistent communication, additional opportunities for learning, and the ongoing supports needed for students to be successful.</i></p>
SCHOOL	
<p><b>Outcome 3:</b> A continuous improvement process to improve teaching and learning is used at the district and school level.</p>	<p><b>Theory of Action:</b> <i>If the Iowa Core and related school improvement processes function as ongoing continuous improvement processes based on data, <b>then</b> the system will constantly adjust and improve to yield positive outcomes for all students.</i></p>
CONTENT – INSTRUCTION – ASSESSMENT	
<p><b>Outcome 4:</b> District/school leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core.</p>	<p><b>Theory of Action:</b> <i>If district/school leaders (administrators, teachers, and the school board) and other educators monitor and increase the degree of alignment between the intended, enacted, and assessed curriculum, <b>then</b> the quality of instruction will improve and student learning and performance will increase.</i></p>
<p><b>Outcome 5:</b> Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skills.</p>	<p><b>Theory of Action:</b> <i>If professional development is based on the Iowa Professional Development Model and focused on improved content, instruction, and assessment practices and educators fully implement what they learn, <b>then</b> student learning and performance will increase.</i></p>
<p><b>Outcome 6:</b> Educators implement effective instructional practices to ensure high levels of learning for each and every student.</p>	<p><b>Theory of Action:</b> <i>If content is challenging and relevant and teachers routinely deliver instruction that demonstrates the characteristics of effective instruction, <b>then</b> student learning and performance will increase.</i></p>

# Planning Protocol and Self Study

The planning protocol and Self Study on the following pages include the outcomes, targets describing what the district/school plans to accomplish, actions to be taken, the companion Self Study, and recording procedures.

For each outcome, districts/schools are expected to describe in writing how they plan to address the targets. An online action plan format will be provided for districts/schools to record their plans for each outcome.

The Implementation Plan protocols and tools have been reviewed by a variety of constituents including the groups listed below. The input from the teachers, administrators, consultants, university faculty and other stakeholders represented greatly enhanced the usefulness of these materials.

- The Iowa Core Advisory Team (including districts/schools, AEAs, ISEA, IASB, SAI and higher education)
- The Iowa Core Work Teams
- Iowa Core AEA Steering Committee
- Iowa Core Network
- Mid-continent Research for Education and Learning (McREL)

The first phase of the implementation of the Iowa Core is the completion of a comprehensive Self Study for each of the six outcomes of current practices, actions taken in the past, and work that must be completed. This document provides broad guidance on the use of the Self Study, Implementation Plan and related processes.

## Purposes of the Self Study

The purposes of the Self Study are to:

1. Obtain **baseline** information for districts/schools to use to develop their Implementation Plan,
2. Provide **progress monitoring** information for continuous improvement of Iowa Core implementation,
3. Help districts/schools prioritize their needs in preparation for the development of their Implementation Plan, and
4. Provide a way to evaluate the rollout and progress of Iowa Core implementation.

Districts/schools need to complete the Self Study as baseline prior to the development of any part of their Implementation Plan; Self Study results should be used to develop an initial Implementation Plan. It is not anticipated that districts/schools will score at the highest levels on these rubrics during the baseline assessment phase; rather it is more likely that districts/schools will score low-to-medium and use results to identify priorities and actions that will result in growth that will be reflected on future administrations of the rubric. The most valuable aspect of this process is the discussion that occurs about the findings of the Self Study.

The Self Study is to be used as an individual district/school baseline and progress monitoring tool embedded into a continuous improvement process. Results should not and will not be used as comparison scores across districts/schools. It is most important that districts/schools experience growth across outcomes, targets and actions.

The following are recommended practices for completing the Self Study *Scoring Rubrics*:

1. **Diverse Stakeholder Input** - The full Leadership Team should be engaged to complete the *Scoring Rubric* for each outcome for baseline and subsequent progress monitoring administrations. Processes should be used that elicit not only input but ownership in Self Study results and the Implementation Plan.
2. **Vision** - It is essential that the Leadership Team has a clear vision for the Iowa Core and its intended impact on student learning. The vision should be established in a way that is clear, specific and effectively communicated to students, staff, and stakeholders of the district/school. Once the vision is established, it should be used on a frequent basis to shape and guide the continuous planning process.
3. **Facilitator** - Self Study facilitators should review this handbook with particular attention to the actual *Scoring Rubrics* and *Consensus Rating Forms* prior to leading any group to complete the *Scoring Rubrics*. The Leadership Team should identify the facilitator.
4. **Data Collection and Reporting** - The *Scoring Rubrics* and *Consensus Rating Forms* for each outcome should be completed prior to the development of the Implementation Plan<sup>1</sup> for **baseline** and annually for **progress monitoring**. The Self Study may be completed as often as the district/school deems necessary - at a minimum, annually.
5. **AEA as Partners** – Districts/schools should partner with their AEA Iowa Core Network personnel to complete the *Scoring Rubrics*. Each AEA will be able to provide technical assistance on how to collect, report, and use the Self Study data/results.

## Content of the Self Study

The content of the Self Study is based on the six major outcomes of the Iowa Core: Each outcome has one or more targets; each target has one or more district/school actions that are necessary to meet the target. In order for districts/schools to evaluate current practices, actions taken in the past, and work that must be considered, a *Scoring Rubric* for each outcome has been developed for districts/schools to complete. The rubric is tied to the district/school actions, and based on a five-point Likert scale.<sup>2</sup>

## Future Directions

It is anticipated that the Self Study and Implementation Plan will be embedded into the school improvement process (IAC Chapter 12 requirements) within the next five years. At the current time, these processes need to be separate as we work as a state to refine how we can realize the Iowa Core in each Iowa classroom.

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<sup>1</sup> Districts may complete the Self Study by Outcome, and therefore use results to develop an Implementation Plan by Outcome over time.

<sup>2</sup> Five point Likert scale is from 0=Emerging Practice to 4=Established Practice.

## Steps to Complete the Self Study

	Activity length
1. <b>Identify</b> the members of the Leadership Team who will complete the Self Study. All members of the Leadership Team should complete the Self Study. Review Action 1.a.1 regarding who should be members of the Leadership Team.	
2. <b>Present</b> overview of the Self Study to all members of the team.	5-10 minutes
3. <b>Review</b> , individually, the content and the <i>Scoring Rubric</i> for each outcome.	30 minutes for Outcome 1 15 minutes for all other Outcomes
4. <b>Discuss</b> as a group any questions as a result of the review. Questions should be answered by the facilitator during this step.	10 minutes
5. <b>Rate</b> each <i>Scoring Rubric</i> , individually. Each member of the Leadership Team should rate each Action independently; this is an opportunity for each person's voice to be heard. If a member does not know how to rate a specific Action, he/she may abstain from doing so.	20 minutes for Outcome 1; 1 minutes for all other Outcomes
6. <b>Vote</b> as a group using the fist of 4 to reach a consensus - There are several steps to consensus voting: <ol style="list-style-type: none"> <li><i>Vote</i>: Begin with first Action on each <i>Scoring Rubric</i> – ask for each member to vote using the fist of 4 (fist=0, Index finger=1, 2 fingers=2 and so on)</li> <li><i>Modal Number Identification</i>: Identify the number that is most frequent – the Modal Number (if three members vote 2, five vote 1 and two vote zero, the most frequent number that members voted is 1 – this is the Modal Number)</li> <li><i>Discuss Rationale of the Modal Number</i>: Ask a representative of the Modal Number voting to talk about why he/she voted in this way</li> <li><i>Discuss Rationale of Non-Modal Number(s)</i>: Round robin and have other members talk about why they voted in a particular way.</li> <li><i>Vote</i>: Use the Fist of 4 a second time – members may change their votes based on the discussion.</li> <li><i>Record Rating</i>: If there is a Modal Number – this is the consensus rating that is recorded on the <i>Consensus Rating Form</i>. -If consensus is not reached (there is no Modal Number) then continue discussing/voting on the Action until consensus is reached.</li> <li><i>Continue across all Actions</i>: Repeat this process for each Action.</li> </ol>	60 minutes for Outcome 1; 30 minutes for all other Outcomes
7. <b>Prioritize</b> the Actions and identify 2-3 top priorities for action planning; informally discuss possible next steps/activities for each of the outcomes.	10-20 minutes
8. <b>Record</b> the consensus score, priorities, and informal next steps/activities on the <i>Consensus Rating Form</i> .	10 minutes
9. <b>Input</b> the Consensus Ratings into the online Self Study.	10-15 minutes
10. <b>Submit</b> a copy of each Consensus Rating Form for Outcomes 1-6 to your AEA Network representative.	

**Total time needed to complete each Outcome depends on the Outcome (Outcome 1 = approx. 160 minutes; Outcomes 2-6 = approx.120 minutes.)**

## Using the Self Study Data

The Leadership Team will use the analysis of the Self Study data and other data available related to each of the outcomes to identify priorities and how each of the outcomes, targets, and actions will be addressed in the initial version of the Implementation Plan. A variety of tools is available to assist the teams with this process.

The Leadership Team should carefully consider the number of outcomes and targets/actions to address in depth at any one time. Simultaneously implementing all six outcomes and the related targets and actions in depth may decrease the quality of the effort and the likelihood of having a positive, long-lasting effect. Determining the initial level of emphasis, resources, and effort for each of the outcomes is based upon the analysis of current evidence and the results of the Self Study. Data may suggest that one or more of the outcomes, targets and actions are a high priority and need to be implemented sooner than others with activities/resources beginning on or before July 1, 2010. The information included in the Implementation Plan will describe these efforts. Current programs or initiatives that can provide direct support to the outcome and implementation of the Iowa Core may be included as part of the Implementation Plan.

One or more of the outcomes may be identified as ones that depend upon further study. That effort is what will be described in the initial version of the Implementation Plan. The planning and development efforts will be included in the description of the activities and resources.

If an outcome and related targets and actions are part of a larger sequence and nothing will be initiated until a later date, the initial version of the Implementation Plan must at least include a target date for startup and a brief statement to this effect. As the target date approaches, the initial version of the Implementation Plan will be updated and more detail will be included as to how the district/school will proceed.

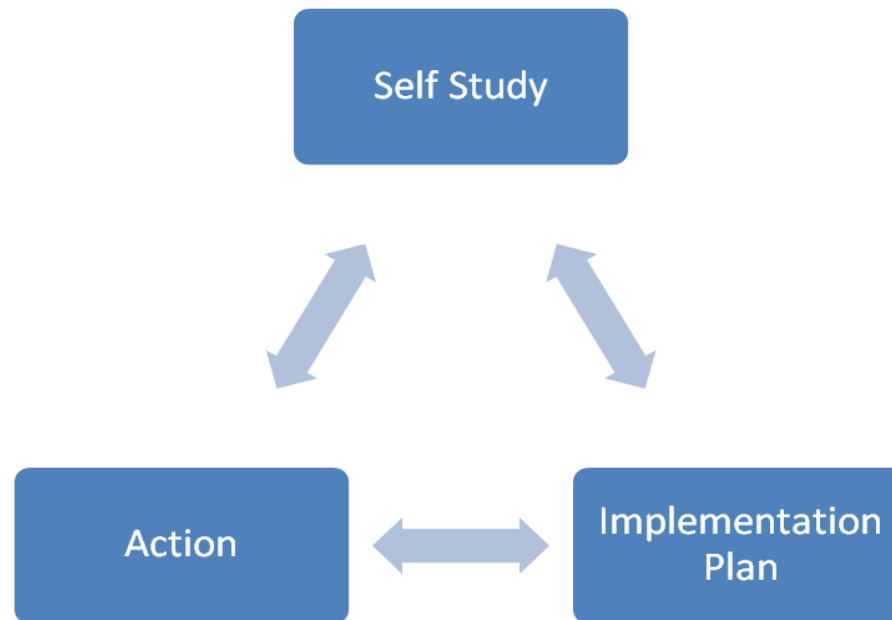
Once all of this has been determined, there is a framework for the design of the initial version of the Implementation Plan. The analysis of the Self Study results and the related evidence help to frame the work of determining the activities and resources that need to be part of the plan. The Self Study results will also help frame the description of the desired evidence of progress, and the timeline for the activities that will be included in the Implementation Plan.

## Self Study & Implementation Plan Recording Procedures

The Self Study and Implementation Plan are to be recorded online at: <https://www.edinfo.state.ia.us/>  
See the Superintendent or School Administrator for the Login ID and Password for your district/school.

The initial Implementation Plan provides a starting point for the ongoing development that will occur as the district/school puts the plan into operation to continuously improve **content, instruction, and assessment**. The implementation engages and obtains the contributions of the **leadership, the community, and systems supports** needed at the **district/school** level.

Periodically, the Leadership Team will revisit the plan to measure progress, enter additional Self Study dates, describe in more detail those outcomes that need to be addressed when they need to be addressed, consider next steps, and make the necessary adjustments to the Implementation Plan.



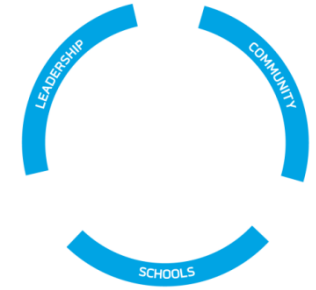
## Self Study & Implementation Online Application Tutorials

Self Study and Implementation Plan Tutorials are available at the following URLs:

- Self Study Tutorial: <http://iowaec.na4.acrobat.com/selfstudytutorial/>
- Implementation Plan Tutorial: <http://iowaec.na4.acrobat.com/implementationplantutorial/>

## Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.

*If leadership actions of administrators, teachers, and the school board are focused and committed to providing the expertise, guidance, and resources needed to build capacity and support teaching and learning, **then** the implementation of the Iowa Core will result in increased student learning and performance.*



**Outcome 1 aligns with Iowa School Leadership Standards 1, 2, 3, and 4 and Iowa Teaching Standards 1 and 8.**

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?
1.a Implementation of leadership behaviors to sustain the Iowa Core.	1.a.1 Leadership Team is established and operating to implement Iowa Core.
	1.a.2 Leadership Team consistently communicates a clear and shared vision for the Iowa Core.
	1.a.3 Leadership Team understands and manages the change process.
	1.a.4 Leadership Team demonstrates a deep understanding of the intent of the Iowa Core.
	1.a.5 Leadership Team engages leaders and teachers in a collaborative process to create an Implementation Plan.
	1.a.6 Leadership Team deploys resources to support and sustain the vision and implementation of the Iowa Core in their district/school.
	1.a.7 Leadership Team has established processes and procedures to sustain the implementation of the Iowa Core.
	1.a.8 Leadership Team engages in discussion with the local school board regarding progress on the Iowa Core.

<b>Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.</b>				
<b>Target 1.a: Implementation of leadership behaviors to sustain the Iowa Core.</b>				
<b>Action 1.a.1: Leadership Team is established and operating to implement Iowa Core.</b>				
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Who are the key leaders in your district/school who should be included in planning? How do you define “leader”?</li> <li>Is there a Leadership Team currently in place? If yes, does the existing Leadership Team adequately represent the staff? Community? Stakeholders? Who needs to be added? Are the various teacher assignments and role groups represented?</li> <li>What are the roles and responsibilities of the Leadership Team? How will leaders create a sense of urgency and build commitment within the school and community?</li> </ul>				
<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A Leadership Team has not been established.	A Leadership Team is in place. The following is also in place: (1) At least 2 of the 9 groups in (A) are part of the leadership team, (2) none of components B, C, or D is in place.	A Leadership Team is in place. The following is also in place: (1) At least 4 of the 9 groups in (A) are part of the leadership team, (2) one of components B, C, or D is in place.	A Leadership Team is in place. The following is also in place: (1) At least 6 of the 9 groups in (A) are part of the leadership team, (2) two of components B, C, or D are in place.	A Leadership Team is in place. The following is also in place: (1) All of the groups are represented in (A) (2) All components are in place:
<b>Action Components:</b> <ol style="list-style-type: none"> <li>Multiple groups represented on the team: <ol style="list-style-type: none"> <li>Administrators (e.g., superintendent, principal(s))</li> <li>Directors of curriculum, professional development, AEA staff, and/or school improvement</li> <li>Teachers/staff representing various grade levels, and content areas</li> <li>Teachers/staff representing various role groups (e.g., Title I, gifted and talented, special/ general education, IT, library specialists)</li> <li>District/School/AEA staff with expertise in analyzing/interpreting data and research</li> <li>Parents</li> <li>Students</li> <li>Community</li> <li>Business/industry</li> </ol> </li> <li>Defined roles/ responsibilities for each member. (e.g., communications planning, implementation, developing meeting notes, consulting, monitoring/evaluation)</li> <li>Clear schedule and protocol for meetings and framework for agendas.</li> <li>Work schedule documented/monitored.</li> </ol>				
<b>Possible Evidence:</b> <p>A-B: Documentation of Leadership Team – participant list with defined roles and responsibilities.</p> <p>C-D: Leadership Team meeting schedule, agendas and/or meeting notes - documentation of multiple group attendance.</p>				

<b>Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.</b>				
<b>Target 1.a: Implementation of leadership behaviors to sustain the Iowa Core.</b>				
<b>Action 1.a.2: Leadership Team consistently communicates a clear and shared vision for the Iowa Core Curriculum.</b>				
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the communication plan for all educators? What are the common "talking points" that should be used with teachers, administrators, and other faculty members?</li> <li>• How will the district/school's vision of the Iowa Core be communicated to all stakeholders?</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• The purpose is not to develop a separate vision for the Iowa Core, but rather to make certain the vision of the Iowa Core is reflected and/or embedded in existing vision(s)/actions. If the district/school has several vision statements across projects, it is recommended that the district/school reviews these to ensure alignment among all and that they directly reflect the Iowa Core.</li> </ul>				
<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A shared vision has not been developed.	A vision that has at least 2 of the 5 components in place.	A vision that has at least 3 of the 5 components in place.	A vision that has at least 4 of the 5 components in place.	A vision that has all of the components in place.
<p><b>Action Components:</b></p> <p>A. The vision has been created by multiple stakeholders.</p> <p>B. The vision of the Iowa Core is reflected/embedded with the district/school vision and follows across or is aligned with:</p> <ol style="list-style-type: none"> <li>1. The State Performance Plan* vision and/or actions;</li> <li>2. Initiative/project-specific visions and/or actions. (e.g., Every Child Reads, Every Student Counts, Iowa Professional Development Model, Instructional Decision Making, Learning Supports)</li> </ol> <p>C. The vision is present in multiple forms of communication (written, verbal).</p> <p>D. The vision is communicated frequently and in an ongoing way.</p> <p>E. The vision has been communicated to all stakeholder groups.</p>				
<p><b>Possible Evidence:</b></p> <p>A: Documentation of diverse membership.</p> <p>B: Documentation of how the vision of the Iowa Core is reflected and/or embedded with the district/school vision – if the district/school has multiple visions across projects, documentation of alignment.</p> <p>C-E: Documentation of communication of the vision in multiple formats to multiple stakeholder groups.</p>				

\* The State Performance Plan is comparable to AYP for special education.

**Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.**

**Target 1 a: Implementation of leadership behaviors to sustain the Iowa Core.**

**Action 1.a.3: Leadership Team understands and manages the change process.**

**Guiding Questions:**

- Are you using the Scoring Rubric and related tools for each Outcome?
- Are you using the results of the rubric to guide the development of the Implementation Plan?
- Are you reviewing, at least annually, the results of the Scoring Rubric for each Outcome?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place.	All components are in place.

**Action Components:**

- A. Attendance at and/or understanding of Iowa Core training/professional development modules.
- B. Baseline – Conduct and analyze Self Study and related tools:
  - 1. Learning Supports review (Outcome 2 – see Appendix A )
  - 2. Curriculum Alignment review (Outcome 4)
  - 3. Professional Development review (Outcome 5)
  - 4. Collection of evidence of effective instruction. (Outcome 6)
- C. Progress monitoring – Annual Implementation/ Analysis of Self Study (implemented in 2010-2011).
- D. Ongoing review and revision of Implementation Plan based on Self Study as well as other district/school information (e.g., continuous improvement data, specific student outcome data) (implemented in 2010-2011)

**Possible Evidence**

- A: Documented attendance at Iowa Core training/ professional development or documentation of an understanding of the content of all modules.
- B: Completion of the Self Study and completion of all related reviews.
- C: Annual completion of the Self Study.
- D: Documentation of review/revisions of Implementation Plan.

**Outcome 1:** School leaders build and sustain system capacity to implement the Iowa Core.

**Target 1.a:** Implementation of leadership behaviors to sustain the Iowa Core.

**Action 1.a.4:** Leadership Team demonstrates a deep understanding of the intent of the Iowa Core Curriculum.

- Guiding Questions:**
- Do administrators implement the Iowa Standards for School Leaders that are linked to the Iowa Core?
  - What leadership behaviors should be improved or enhanced?
  - How will the district/school build capacity of the Leadership Team to understand the Iowa Core and be able to apply leadership responsibilities?
  - How are leaders supported to meet the Iowa Standards for School Leaders that align with the Iowa Core?
  - How will teachers be supported to improve their skills needed to lead and support school improvement?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components is in place.	Leadership has communicated to at least 1 of the 4 groups in component C, and none of components A, B, or D is in place.	Leadership has communicated to at least 2 of the 4 groups in component C, and one of components A, B, or D is in place.	Leadership has communicated to at least 3 of the 4 groups in component C, and two of components A, B, or D are in place.	All components are in place

- Action Components:**
- A. District and/or building administrators attend Iowa Core training/ professional development.
  - B. District and/or building leader(s)/teachers attend Iowa Core training/ professional development.
  - C. Administrator and/or building leaders communicate vision for the Iowa Core to:
    1. Building Faculty/staff
    2. Parents/families
    3. Students
    4. Community/businesses
  - D. Administrator and/or building leaders attend continuing professional development related to the Iowa Core.

- Possible Evidence:**
- A-B: Documented attendance at Iowa Core training/ professional development or documentation of an understanding of the content of all modules.
  - C: Documentation of communication of the vision to building faculty/staff, parents/families, students and community/ businesses.
  - D: Documentation of attendance at continuing professional development activities.

<b>Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.</b>				
<b>Target 1.a: Implementation of leadership behaviors to sustain the Iowa Core.</b>				
<b>Action 1.a.5: Leadership Team engages leaders and teachers in a collaborative process to create an Iowa Core Curriculum Implementation Plan.</b>				
<b>Guiding Questions:</b>				
<ul style="list-style-type: none"> <li>Who are the key leaders in your district/school who should be included in planning?</li> <li>What collaborative processes are needed to develop the Implementation Plan?</li> </ul>				
<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Implementation Plan is written by one or two persons without input from school leaders or teachers.	Implementation Plan is written by one or two persons with input from leaders and teachers.	A small, nonrepresentative group of school leaders and teachers conceptualize and contribute to the Implementation Plan.	A group of school leaders and teachers representative of most grade-levels/departments conceptualizes and contribute to the Implementation Plan.	A group of school leaders and staff, representative of all grade levels/departments jointly conceptualize and meaningfully contribute to the Implementation Plan.
<b>Possible Evidence:</b>				
<ul style="list-style-type: none"> <li>Authorship of the plan reflects all leadership team members.</li> <li>A written description of the process used to create the Implementation Plan is present.</li> </ul>				

A representative group includes the following stakeholders:

- Administrators  
(e.g., superintendent, principal(s))
- Directors of curriculum, professional development, AEA staff, and/or school improvement
- Teachers/staff representing various grade levels, and content areas
- Teachers/staff representing various role groups  
(e.g., Title I, gifted and talented, special/general education, IT, library specialists)
- District/School/AEA staff with expertise in analyzing/interpreting data and research
- Parents
- Students
- Community
- Business/industry

<b>Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.</b>				
<b>Target 1.a: Implementation of leadership behaviors to sustain the Iowa Core.</b>				
<b>Action 1.a.6: Leadership Team deploys resources to support and sustain the vision and implementation of the Iowa Core in their district/school.</b>				
<b>Guiding Questions:</b>				
<ul style="list-style-type: none"> <li>• What resources (e.g., funding, time, training materials, community resources, and external consultant support) will be needed to support school staff to learn about the Iowa Core?</li> <li>• What resources are needed that might be available through the community?</li> <li>• What supports are available through the AEA?</li> </ul>				
<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	Allocations are present in at least 1 area of A; B may or may not be present and C is absent.	Allocations are present in at least 1 area of A; B may or may not be present; C is present.	Allocations are present in at least 2 areas in A; B and C are present.	All components are in place.
<b>Action Components:</b>				
<p>A. Allocations to support the Iowa Core are based on Self Study results across the following:</p> <ol style="list-style-type: none"> <li>1. Personnel resources</li> <li>2. Monetary resources</li> <li>3. Professional development time at the district/school level</li> </ol> <p>B. Professional development time provided – includes time to collaborate across content, grade, business and community (21st Century skills).</p> <p>C. Allocations are represented in the district/school’s:</p> <ol style="list-style-type: none"> <li>1. Budget</li> <li>2. Professional Development Plan</li> </ol>				
<b>Possible Evidence:</b>				
<p>A-B: Documentation of alignment between Self Study and allocations. Documentation of professional development support.</p> <p>C: Documentation of allocations in district/school budget and professional development plan.</p>				

<b>Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.</b>				
<b>Target 1.a: Implementation of leadership behaviors to sustain the Iowa Core.</b>				
<b>Action 1.a.7: Leadership Team has established processes and procedures to sustain the implementation of the Iowa Core.</b>				
<b>Guiding Questions:</b>				
<ul style="list-style-type: none"> <li>• Are you developing an initial Implementation Plan across all outcomes or one outcome at a time?</li> <li>• Are you using the results of the Scoring Rubrics to base the development of the Implementation Plan?</li> <li>• Is there a direct alignment between the results of the rubrics and the Implementation Plan?</li> <li>• What collaborative processes are needed to develop the Implementation Plan?</li> </ul>				
<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	1 or 2 components is/are in place	3 components are in place.	4 components are in place.	All components are in place.
<b>Action Components:</b>				
<ul style="list-style-type: none"> <li>A. Professional development within district/school reflects Iowa Core concepts and district/school needs.</li> <li>B. Curriculum development/adoptions are consistent with the essential concepts and skill sets within the Iowa Core.</li> <li>C. Artifacts teachers use to evidence the Iowa Teaching Standards reflect implementation of Iowa Core.</li> <li>D. Job descriptions reflect skills and knowledge related to the Iowa Core.</li> <li>E. Data are collected and reviewed regularly to assess student growth on the essential concepts and skills of the Iowa Core.</li> </ul>				
<b>Possible Evidence:</b>				
A-E: Documentation of each sustainability effort.				

**Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.**

**Target 1.a: Implementation of leadership behaviors to sustain the Iowa Core.**

**Action 1.a.8: Leadership Team engages in discussions with the local school board regarding progress on the Iowa Core Curriculum.**

**Guiding Questions:**

- Is the Iowa Core on the School Board Agenda 1 time a year? 4 times a year? Every meeting?
- Are there presentations/handouts on the Iowa Core?
- Does the information provided contain Scoring Rubric results?
- Are the discussions at the board meetings primarily focused on data interpretation? Progress?
- Are discussions recorded? Is feedback from the board used in the revision of the rollout or the Implementation Plan?
- Does the school board allocate time and resources to the Iowa Core as a result of discussions?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Leadership Team does not present and/or discuss Iowa Core progress data at the local school board.	Leadership Team presents progress data about the Iowa Core to the local school board 1 time a year.	Leadership Team presents progress data about the Iowa Core to the local school board 2 times a year.	Leadership Team presents progress data about the Iowa Core to the local school board 3 times a year.	Leadership Team engages in 4 or more discussions a year with the local school board about the Iowa Core using progress data.

**Action Components:**

- A. Iowa Core is on the school board agenda(s).
- B. Presentations/handouts on progress data are developed and shared.
- C. Discussion results are documented and have a primary focus on questions about the data and data interpretation.

**Possible Evidence:**

- A: School Board Agenda(s).
- B: Presentation/Handouts on Iowa Core progress data.
- C: Discussion results and documentation of how discussion may have been used to inform revisions to the Implementation Plan or resource allocation.

# CONSENSUS RATING FORM: Outcome 1 – Leadership

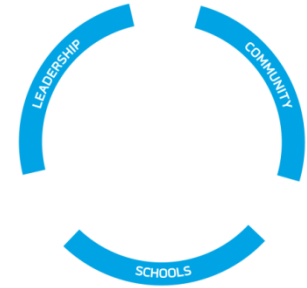
## DISTRICT/SCHOOL: \_\_\_\_\_

Complete this form by recording the results of consensus rating and discussion regarding Self Study results, priorities for action, and ideas for next steps/activities.

Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core.				
Target	Action	Rating	Priority	Ideas for Next Steps/Activities
1.a Implementation of leadership behaviors to sustain the Iowa Core.	1.a.1 Leadership Team is established and operating to implement Iowa Core.	0 1 2 3 4	Yes No	
	1.a.2 Leadership Team consistently communicates a clear and shared vision for the Iowa Core.	0 1 2 3 4	Yes No	
	1.a.3 Leadership Team understands and manages the change process.	0 1 2 3 4	Yes No	
	1.a.4 Leadership Team demonstrates a deep understanding of the intent of the Iowa Core.	0 1 2 3 4	Yes No	
	1.a.5 Leadership Team engages leaders and teachers in a collaborative process to create an Implementation Plan.	0 1 2 3 4	Yes No	
	1.a.6 Leadership Team deploys resources to support and sustain the vision and implementation of the Iowa Core in their district/school.	0 1 2 3 4	Yes No	
	1.a.7 Leadership Team has established processes and procedures to sustain the implementation of the Iowa Core.	0 1 2 3 4	Yes No	
	1.a.8 Leadership Team engages in discussion with local school board regarding progress on the Iowa Core.	0 1 2 3 4	Yes No	

**Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core.**

*If multiple partners including parents, school boards, business and industry, supporting agencies, and other community entities are interdependent, **then** schools will function as an integrated system to provide a coordinated approach, consistent communication, additional opportunities for learning, and the ongoing supports needed for students to be successful.*



**Outcome 2 aligns with Iowa School Leadership Standard 4 and Iowa Teaching Standards 1 and 8.**

Outcome 2 should be completed with guidance from AEA Learning Supports coordinators. Please contact your AEA to obtain specific information regarding how to complete this outcome.

<b>Target</b> <b>What are we trying to accomplish?</b>	<b>Actions</b> <b>What are we going to do to reach our targets?</b>
2.a Coordination of community and other systems to support Iowa Core implementation	2.a.1 Community members understand the Iowa Core.
	2.a.2 Community members participate in the development and implementation of the Implementation Plan.
	2.a.3 Learning Supports are coordinated to support the Iowa Core.

**Outcome 2:** Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.

**Target 2.a:** Coordination of community and other systems to support the Iowa Core implementation.

**Action 2.a.1:** Community members understand the Iowa Core.

**Guiding Questions:**

- What are the common “talking points” that should be used with stakeholders? How will the vision be communicated to the community?
- How will the Leadership Team create awareness and build understanding about the Iowa Core in the community?
- Are the 21st Century skills being emphasized at every opportunity?
- What is the plan to communicate information about the planning process with all educators and community constituents?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place.	All components are in place.

**Action Components:**

- A. Leader(s) including community partners communicate the vision for the Iowa Core to stakeholders (see below).
- B. Stakeholders are actively involved in developing and sharing the vision for the Iowa Core with other stakeholders.
- C. Stakeholders are involved in completion of the Self Study including the review and analysis of data.
- D. Stakeholders engage in discussions to develop initial Implementation Plans.

**Note:**

In regards to A and B - the purpose is not to develop a separate vision for the Iowa Core, but rather to make certain the vision of the Iowa Core is reflected and/or embedded in existing district/school vision(s)/actions. See Action 1.a.2.

**Possible Evidence:**

- A: Documentation of stakeholder membership and attendance at Leadership Team.
- B: Documentation of shared presentations of the vision.
- C: Documentation of community participation in completion of the Self Study and the review and analysis of result.
- D: Documentation of participation in initial Implementation Plan and/or results of focus groups to obtain input from the community.

**Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.**

**Target 2.a: Coordination of community and other systems to support the Iowa Core implementation.**

**Action 2.a.2: Community members participate in the development and implementation of the Iowa Core within the district/school.**

**Guiding Questions:**

- What groups exist as part of the district/school? (e.g., School Board, School Improvement Advisory Committee, Teacher Quality Committee, Parent-Teacher Organization)
- Who are the stakeholders from business and industry? Are the 21<sup>st</sup> Century skills being emphasized at every opportunity?
- What are the decision-making structures that are needed to facilitate collaborative work among supporting systems and organizations?
- What student/teacher/administrative/parent/community data will various groups study to prepare to develop the plan?
- What processes will be used to engage identified representatives of the community in developing the Implementation Plan?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Community involvement exists only in representation on existing stakeholder groups.	Full stakeholder involvement in of the components.	Full stakeholder involvement in 2 of the components.	Full stakeholder involvement in 3-4 of the components.	Full stakeholder involvement in all of the components.

**Action Components:**

- A. Leadership Team.
- B. Completion of the Self Study.
- C. Development of an Implementation Plan.
- D. Communications with the community to help shape and share the vision and the development of the Implementation Plan.
- E. The district/school has established community involvement:
  1. Linked to 21st Century skills.
  2. Actively involved in determining how 21st Century skills may be linked to real world experiences.
  3. That occurs with formal and informal partnership agreements as necessary.

**Possible Evidence:**

- Documentation of community involvement in across all components – pay particular attention to involvement from business community in 21<sup>st</sup> Century skill development/implementation.
- Established use of job shadowing, interning, service learning, work study, and career exploration.
- Documentation that employers, and personnel in community agencies and organizations who work with students focus on Iowa Core essential concepts and skills.

**Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.**

**Target 2.a: Coordination of community and other systems to support the Iowa Core implementation.**

**Action 2.a.3: Learning Supports are coordinated to support the Iowa Core**

**Guiding Questions:**

- What student/teacher/administrative/parent/community data will various groups study to prepare to develop the plan?
- Are the 21<sup>st</sup> Century skills being emphasized at every opportunity?
- What activities, programs, services, initiatives and structures are in place to remove barriers and facilitate student learning and development?
- What data sources are used for determining needs?
- How will this planning process fit with other district/school planning processes (CSIP, DINA/SINA, Teacher Quality Committee, etc.)?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components is in place.	At least 2 areas are complete in component A, across at least 1 tier in component B; component C may or may not be in place.	At least 3 areas are complete in component A, across at least 1 tier in component B; component C may or may not be in place.	At least 4 areas are complete in component A, across at least 2 tiers in component B; component C may or may not be in place.	More than 4 areas are complete in component A, across 3 tiers in component B; component C is in place.

**Action Components:**

The district/school has established a continuum of quality strategies, programs, services and practices to support student learning with a focus on the following:

- A. The six content areas of Learning Supports:
  1. Supports for Instruction;
  2. Family Supports and Involvement;
  3. Community Partnerships;
  4. Safe, Healthy and Caring Learning Environments;
  5. Supports for Transition;
  6. Child and Youth Engagement
- B. Across a three-tiered intervention framework within each of the 6 content areas:
  1. Core;
  2. Supplemental;
  3. Intensive
- C. Aligned with district/school and state result areas. (NOTE: Result areas are the district/school outcomes. An example of a state result is, “All K-12 Students will achieve at a high level.” This result area is related to several data indicators)

**Possible Evidence:**

- Completed Continuum Mapping Tool or Resource Mapping Tool (Appendix A).
- The explicit focus of these supports on the essential concepts and skills of the Iowa Core and the identified student needs.
- Evidence of different levels of support or intervention based on student level of need.

# CONSENSUS RATING FORM: Outcome 2 – Community

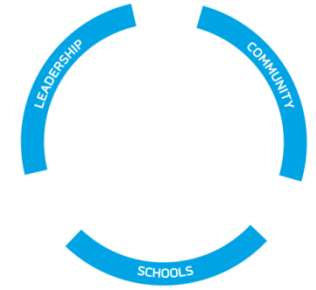
## DISTRICT/SCHOOL: \_\_\_\_\_

Complete this form by recording the results of consensus rating and discussion in regards to baseline Self Study results, priorities for action, and ideas for next steps/activities.

Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.						
Target		Actions	Rating	Priority	Ideas for Next Steps/Activities	
2.a	Coordination of community and other systems to support Iowa Core implementation	2.a.1	Community members understand the Iowa Core.	0 1 2 3 4	Yes No	
		2.a.2	Community members participate in the development and implementation of the Iowa Core within the district/school.	0 1 2 3 4	Yes No	
		2.a.3	Learning Supports are coordinated to support the Iowa Core.	0 1 2 3 4	Yes No	

**Outcome 3: A continuous improvement process to improve teaching and learning is used at the district and school level.**

*If the Iowa Core and related school improvement processes function as ongoing continuous improvement processes based on data, **then** all elements of the system will constantly adjust and improve to yield positive outcomes for all students.*



**Outcome 3 aligns with Iowa School Leadership Standards 1 and Iowa Teaching Standards 1 and 5.**

Outcome 3 is primarily focused on data and the continuous improvement process. Districts/schools need to strive to streamline and align across as many improvement processes as possible (e.g., CSIP, SPP, specific projects and so on).

Targets What are we trying to accomplish?		Actions What are we going to do to reach our targets?	
3.a	Data used to develop Implementation Plan	3.a.1	Leadership Team uses Self Study baseline results to write the Implementation Plan.*
3.b	Data used to monitor progress of Iowa Core implementation over time	3.b.1	Leadership Team uses Self Study annual results to monitor progress of the Iowa Core implementation over time.
3.c	District/school used processes and procedures for engaging stakeholders, setting goals, developing school improvement plans, and integrating various plans	3.c.1	Leadership Team and others, as appropriate; develop and follow a cycle for document/plan review for the purposes of incorporating elements of the Iowa Core and integrating various planning processes.

\*This action is no longer applicable after the initial scoring of the Self Study is complete.

**Outcome 3:** A continuous improvement process to improve teaching and learning is used at the district and school level.

**Target 3.a: Plan.** Data are used to develop, and monitor the implementation of, the Iowa Core Implementation Plan.

**Action 3.a.1:** Leadership Team uses Self Study baseline results to write the Iowa Core Implementation Plan.

**Guiding Questions:**

- What defines our district/school’s continuous improvement process?
- What additional data will the district/school collect? What are the specific sources of data for student outcomes and teacher behaviors?
- What considerations need to be taken to address staff and administrator turnover?
- How will these data keep efforts focused on priorities?
- Does your district/school have an Implementation Plan?
- Is your district/school’s Implementation Plan based on data and the Self Study results?
- Does your Implementation Plan include a plan to inform new personnel, families and students about the plan?

**Notes:**

- It is not the purpose to create a whole new collection of data to design the Implementation Plan. Data that is gathered and used to construct the other district/school plans may be used here if pertinent.
- It is not the purpose to review all data a district/school has available but to be strategic and targeted in data selection. The Self Study provides an opportunity for global self-reflection and guidance; but these results are not the only data a district/school would or should use in the development or review of the status of Iowa Core implementation.

**Practice not in Place** **Established Practice**

0	1	2	3	4
Data are reviewed prior to developing the Implementation Plan.	One component is in place.	Two components are in place.	Three components are in place.	All components are in place.

**Action Components:**

- A. Conduct and analyze results of the Self Study and related tools:
  1. Learning Supports review (Outcome 2 - see Appendix A),
  2. Curriculum Alignment review (Outcome 4),
  3. Professional Development review (Outcome 5),
  4. Instruction/Assessment review (Outcome 6)
- B. Additional personnel, stakeholder and/or student-level data are reviewed to determine current status of the district/school.
- C. The Implementation Plan is clearly and specifically based on the Self Study and additional data. The information and training needs of new staff and new families are addressed as needed.
- D. The Implementation Plan describes how data will be reviewed at least annually as well as how these data are aligned/embedded with the district/school continuous improvement schedule.
- E. The Implementation Plan addresses staff turnover/new enrollment so that new personnel, families/students understand the school’s plan to implement the Iowa Core.

**Possible Evidence:**

- A: Completion of the Self Study and completion of all related reviews.

- |      |   |
|------|---|
| B:   | Documentation of additional data identified that are used to develop and annually review progress of the implementation of the Iowa Core. |
| C-D: | Data review plan  |
| E:   | Turnover/new enrollment plan  |

**Outcome 3:** A continuous improvement process to improve teaching and learning is used at the district and school level.

**Target 3.b:** Data used to monitor progress of Iowa Core implementation over time.

**Action 3.b.1:** Leadership Team uses Self Study annual results to monitor progress of Iowa Core implementation over time.

**Guiding Questions:**

- What is the schedule for reviewing and analyzing data to inform next steps? How will the district/school ensure that the process for reviewing local alignment is continuous?
- What are the procedures and routines that will sustain implementation?
- How will information gained from the continuous improvement process facilitate teacher and administrator professional growth (evaluation and professional development)?
- What considerations need to be taken to address staff and administrator turnover?
- How will the Leadership Team examine implications of student achievement results and the Self Study?
- How will data about the effectiveness of instruction in a classroom be used to identify areas of improvement on an ongoing basis?
- How will these data keep efforts focused on priorities?

**Practice not in Place**

**Established Practice**

0	1	2	3	4
Data are reviewed annually.	Component A is conducted annually.	Components A and B conducted annually.	Components A, B, and Care conducted annually.	All components conducted annually.

**Action Components:**

- A. Conduct and analyze results of the Self Study and related tools annually:
  - 1. Learning Supports review (Outcome 2 - see Appendix A)
  - 2. Curriculum Alignment review (Outcome 4)
  - 3. Professional Development review (Outcome 5)
  - 4. Instruction/ Assessment review (Outcome 6)
- B. Additional personnel, stakeholder and/or student-level data are reviewed at least annually and more frequently when appropriate to assess progress on the implementation of the Iowa Core.
- C. Use results of components A and B to review and revise Implementation Plan.
- D. The information and training needs of new staff and new families are addressed as needed.

**Possible Evidence:**

- A: Annual completion of the Self Study and completion of all related reviews.
- B: Documentation data reviewed.
- C: Documentation that results of A and B are used to inform revision of the Implementation Plan.
- D: Turnover/new enrollment plan used when necessary.

**Outcome 3:** A continuous improvement process to improve teaching and learning is used at the district and school level.

**Target 3.c:** Processes and procedures are used to engage stakeholders, develop school improvement plans, and integrate various district/school plans.

**Action 3.c.1:** Leadership Team and others, as appropriate; develop and follow a cycle for document/plan review for the purposes of incorporating elements of the Iowa Core and integrating various planning processes.

**Guiding Questions:**

- What procedures and/or routines are already in place to assist in this work?
- How does this work connect to SINA/DINA, CSIP, SPP, AYP, and APR?
- Are the findings related to the continuous improvement of teaching and learning being widely communicated to stakeholders?

**Note:**

- Data referred to in Action 3.c.1 includes the Self Study results for each outcome and other data from tools.

**Practice not in Place**

**Established Practice**

0	1	2	3	4
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place	All components are in place.

**Action Components:**

- The Leadership Team integrates data collected for Iowa Core action planning into the needs assessment process for developing the District/School’s CSIP required by IAC Chapter 12.
- The Leadership Team integrates actions from the Implementation Plan into the district/school’s CSIP action plan.
- The Leadership Team uses Iowa Core implementation data and student achievement data to assist in monitoring implementation of the CSIP.
- The Leadership Team uses progress data on Iowa Core implementation as one source of information for their Annual Progress Report.

**Possible Evidence:**

A-D: Documentation of streamlined, integrated processes between CSIP and implementation of the Iowa Core.

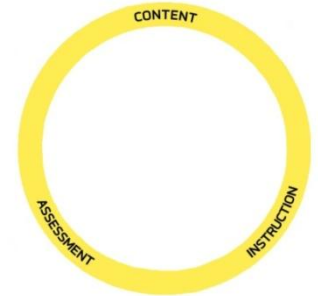
# CONSENSUS RATING FORM: Outcome 3 – Schools

## DISTRICT/SCHOOL: \_\_\_\_\_

Complete this form by recording the results of consensus rating and discussion in regards to baseline Self Study results, priorities for action, and ideas for next steps/activities.

<b>Outcome 3: A continuous improvement process to improve teaching and learning is used at the district and school level.</b>						
<b>Targets</b>		<b>Actions</b>		<b>Rating</b>	<b>Priority</b>	<b>Ideas for Next Steps/Activities</b>
3.a	Data used to develop Implementation Plan	3.a.1	Leadership Team uses Self Study baseline results to write the Implementation Plan.	0 1 2 3 4	Yes No	
3.b	Data used to monitor progress of Iowa Core implementation over time	3.b.1	Leadership Team uses Self Study annual results to monitor progress of Iowa Core implementation over time.	0 1 2 3 4	Yes No	
3.c	District/school used processes and procedures for engaging stakeholders, setting goals, developing school improvement plans, and integrating various plans	3.c.1	Leadership Team and others, as appropriate; develop and follow a cycle for document/plan review for the purposes of incorporating elements of the Iowa Core and integrating various planning processes.	0 1 2 3 4	Yes No	

**Outcome 4: District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core.**



*If district/school leaders (administrators, teachers, and the school board) and other educators monitor and increase the degree of alignment between the intended, enacted, and assessed curriculum, then the quality of instruction will improve and student learning and performance will increase.*

**Outcome 4 aligns with Iowa School Leadership Standard 2 and Iowa Teaching Standards 2 and 3.**

Targets What are we trying to accomplish?	Actions What are we going to do to reach our targets?
4.a District/School staff develops necessary alignment expertise.	4.a.1 Educators learn about alignment processes to implement the Iowa Core.*
4.b District/School staff prepares to implement alignment processes and tools.	4.b.1 Educators select the processes and tools that will be used locally (LEA).
	4.b.2 Educators learn to use the selected processes and tools.
4.c District/School staff implements alignment processes and tools.	4. c.1 Educators implement the alignment selected processes and tools.
	4.c.2 Educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum.

\*The Iowa Core Network will provide alignment processes and tools and prepare Leadership Teams to use them. Districts/Schools may wait to begin planning for this outcome until they have learned more about these alignment resources.

**Outcome 4:** District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

**Target 4.a:** District/School staff develops necessary alignment expertise.

**Action 4.a.1:** Educators learn about alignment processes to implement the Iowa Core.

**Guiding Questions:**

- What do administrators and teachers already know about processes and tools that can be used for doing alignment work?
- What do administrators and teachers know about Implementation of Outcome 4?
- How does the district/school share information about the Iowa Core with staff?
- How does the district/school make decisions about what alignment work needs to be done, and who does that work? What are the results of these decisions?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components is completed.	Both A and B completed, and at least C or D completed,  AND  1 of the 4 elements under C <u>OR</u> D has been completed.	Both A and B completed, and at least C or D completed,  AND  2 of the 4 elements under C <u>OR</u> D have been completed.	Both A and B completed, and at least C or D completed,  AND  3 of the 4 elements under C <u>OR</u> D have been completed.	All components are completed.

**Action Components:**

- A. District/School selects staff to attend information sessions on alignment processes and tools.
- B. District/School staff attends information sessions on alignment processes and tools.
- C. Information from alignment training is shared with district/school- and building-level administrators:
  1. Outcome 4 description
  2. Implementation actions for Outcome 4
  3. Potential alignment processes and tools to do the work, including any state/AEA developed processes and tools
  4. Characteristics of Quality Alignment Work
- D. Information from alignment training is shared with teachers:
  1. Outcome 4 description
  2. Implementation actions for Outcome 4
  3. Potential alignment processes and tools to do the work, including any state/AEA developed processes and tools
  4. Characteristics of quality alignment work

**Possible Evidence:**

- A-B: Registration and signed attendance at trainings.  
 C-D: Dated presentation and/or related materials used for presentations that contain required information/content, as well as indications of the audience.

**Outcome 4:** District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

**Target 4.b:** District/School staff prepares to implement alignment processes and tools.

**Action 4.b.1:** Educators select the processes and tools that will be used locally (LEA).

**Guiding Questions:**

- What information has the district/school historically used to make decisions about alignment practices?
- How is input from administrators and teachers gathered and used for decision making related to alignment practices?
- What information does the district/school already have related to the time, financial resources, technical assistance, and technology and support related to alignment work?

**Practice not in Place** **Established Practice**

0	1	2	3	4
None of the components is in place.	Information is collected and used for at least 1 of the 4 factors under component A and at least 1 of the components (B, C, D) is in place.	Information is collected and used for at least 2 of the 4 factors under component A and at least 2 of the components (B, C, D) are in place.	Information is collected and used for at least 3 of the 4 factors under component A and (B, C, and D) are in place.	All components are in place.

**Action Components:**

- A. District/School uses local information to select processes and tools (i.e., necessary resources)
  - 1. Time
  - 2. Financial Resources
  - 3. Technical Assistance
  - 4. Technology and Tools
- B. Input is solicited from both administrators and teachers (e.g., answering staff questions, preferences for different processes and tools).
- C. District/School uses Characteristics of Quality Alignment Work to help select processes and tools.
- D. District/School uses information gathered for Implementation Outcome 4, Actions 1 and 2 to help select alignment processes and tools.

**Possible Evidence:**

- A: Notes from meetings
- B: Presentation materials, survey results, notes from meetings
- C: Notes from meetings
- D: Notes from meetings; Implementation Plan documentation

**Outcome 4:** District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

**Target 4.b:** District/School staff prepares to implement alignment processes and tools.

**Action 4.b.2:** Educators learn to use the selected processes and tools.

- Guiding Questions:**
- What knowledge and skills do the district/school use to determine what is required to do quality alignment work?
  - Which staff in the district/school is supposed to do alignment work? How were they initially identified?
  - What knowledge and skills does staff require to do alignment work?
  - How are district/school staff trained and supported to engage in quality alignment work?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	A is in place.	A and B are in place.	A, B, and C are in place.	All components are in place

- Action Components:**
- Knowledge and skills needed to engage in alignment work are determined.
  - All district/school staff required to engage in alignment activities are identified.
  - For district/school staff required to engage in alignment work, their knowledge and skills related to their selected alignment method are determined (e.g., Alignment Skills Questionnaire).
  - Identified staff acquires needed knowledge and skills.

- Possible Evidence**
- Notes from meetings; Implementation Plan.
  - Notes from meetings; Implementation Plan.
  - Notes from meetings; teacher survey; Alignment Skills Questionnaire.
  - Notes from meetings; Implementation Plan documentation.

**Outcome 4:** District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

**Target 4.c:** District/School staff implements alignment processes and tools.

**Action 4.c.1:** Educators implement the alignment selected processes and tools.

- Guiding Questions:**
- What alignment data do the district/school currently have (e.g., enacted to intended curriculum, assessed to intended curriculum)?
  - If alignment data exist, do they capture information about summative teacher reports or observations/dialogues about alignment?
  - For which grade levels/spans and/or courses do alignment data exist?
  - How can the district/school document and monitor who has engaged in the alignment work?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is completed.	A or B completed.	Both A and B completed.	Both A and B completed, and at least C or D completed.	All components are completed.

- Action Components:**
- A. All 9-12 staff engages in alignment activities and complete summative self-reports within implementation timelines.
  - B. All 9-12 staff engages in alignment activities and complete observation and dialogue experiences within implementation timelines.
  - C. All K-8 staff engages in alignment activities and complete summative self-reports within implementation timelines.
  - D. All K-8 staff required in alignment activities and complete observation and dialogue experiences within implementation timelines.

**Possible Evidence:**  
A-D: List of all teachers required to complete alignment activities with dates indicating when requirements were completed.

**Outcome 4:** District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

**Target 4.c:** District/School staff implements alignment processes and tools.

**Action 4.c.2:** Educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum.

**Guiding Questions:**

- If data for the alignment between enacted and intended curriculum exist in the district/school, how are those data aggregated and disaggregated (e.g., building-level, grade-level, individual teacher)? What sorts of data displays are used?
- If data for the alignment between enacted and intended curriculum exist in the district/school, how are those data used for decision making? What sorts of decisions are typically made using these data?
- Does an action plan (or part of an action plan) exist related to alignment needs in the district/school? If so, are measurable goals part of that plan? How is goal progress monitored over time?

**Practice not in Place**

**Established Practice**

0	1	2	3	4
None of the components is completed.	At least one of A, B, or C completed.	A, B, and C completed.	A, B, and C completed, and at least one of D, E, and F are completed.	All components are completed.

**Action Components:**

- All required summative self-report data are aggregated to determine the extent to which teachers’ instruction is aligned with the essential concepts and skills for all subjects grades 9-12.
- Summative self-report data are used to help develop a plan to either maintain or improve to 100% alignment at the essential concepts and skills level for all subject areas grades 9-12.
- All required observation and dialogue data are collected and used for planning to help develop common understanding of the essential concepts and skills for all subject areas grades 9-12.
- All required summative self-report data are aggregated to determine the extent to which teachers’ instruction is aligned with the essential concepts and skills for all subjects grades K-8.
- Summative self-report data are used to help develop a plan to either maintain or improve to 100% alignment at the essential concepts and skills level for all subject areas grades K-8.
- All required observation and dialogue data are collected and used for planning to help develop common understanding of the essential concepts and skills for all subject areas grades K-8.

**Possible Evidence:**

A-D: List of all teachers required to complete alignment activities with dates indicating when requirements were completed.

# CONSENSUS RATING FORM: Outcome 4 – Content-Instruction-Assessment: Alignment

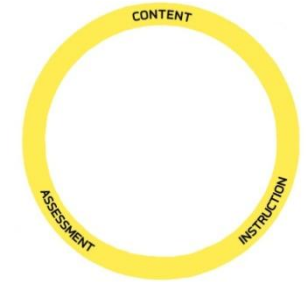
## DISTRICT/SCHOOL: \_\_\_\_\_

Complete this form by recording the results of consensus rating and discussion regarding Self Study results, priorities for action, and ideas for next steps/activities.

<b>Outcome 4: District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.</b>				
<b>Targets</b>	<b>Actions</b>	<b>Rating</b>	<b>Priority</b>	<b>Ideas for Next Steps/Activities</b>
4.a District/School staff develops necessary alignment expertise.	4.a.1 Educators learn about alignment processes to implement the Iowa Core.*	0 1 2 3 4	Yes No	
4.b District/School staff prepares to implement alignment processes and tools.	4.b.1 Educators select the processes and tools that will be used locally (LEA).	0 1 2 3 4	Yes No	
	4.b.2 Educators learn to use the selected processes and tools.	0 1 2 3 4	Yes No	
4.c District/School staff implements alignment processes and tools.	4.c.1 Educators implement the selected processes and tools.	0 1 2 3 4	Yes No	
	4.c.2 Educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum.	0 1 2 3 4	Yes No	

\*The Iowa Core Network will provide alignment processes and tools and prepare Leadership Teams to use them. Districts/Schools may wait to begin planning for this outcome until they have learned more about these alignment resources.

**Outcome 5: Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skills.**



*If professional development is based on the Iowa Professional Development Model and focused on improved content, instruction, and assessment practices and educators fully implement what they learn, **then** student learning and performance will increase.*

**Outcome 5 aligns with Iowa School Leadership Standards 4 and Iowa Teaching Standard 7.**

Targets What are we trying to accomplish?	Actions What are we going to do to reach our targets?
5.a Data guide professional learning.	5.a.1 Educators collect and use data across Iowa Core outcomes and student achievement to guide professional development.
5.b Effective professional development provided.	5.b.1 Educators engage in professional development that contains all elements of effective professional development for student achievement (Iowa Professional Development Model).

When completing the Self Study the full *Iowa Professional Development Model District/Building Profile* should be used in relationship to the Iowa Core.

**Outcome 5:** Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skill sets.

**Target 5.a:** Data guide professional learning.

**Action 5.a.1:** Educators collect and use data across Iowa Core outcomes and student achievement to guide professional development.

**Guiding Questions:**

- How will district/school leaders analyze data from content alignment work and from review of existing professional development priorities to set new goals for professional development? What are the gaps in professional development offerings? What will district/school leaders do to prepare staff to implement the Iowa Core?
- What other sources of student data inform the professional development plans (i.e., achievement data, enrollment, attendance data, dropout rate, student performance data in academic areas, etc.)?
- How will the district/school determine the level of participation and engagement in professional learning opportunities? How will implementation data be used to inform the design of professional development learning opportunities?
- How do you know the Iowa Core is being implemented with fidelity in the building? If professional development is not being implemented as intended, what should be done next?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place.	Four or five components in place.

**Action Components:**

- A. School administrators have been fully engaged in collecting, sharing and discussing findings with others.
- B. The Leadership Team and educators have discussed data from across all the outcomes in the Self Study.
- C. The Leadership Team and educators discussed and analyzed student data to inform decisions about student learning needs and professional development.
- D. The Leadership Team and educators have discussed implications of the data and professional development target(s) have been identified.
- E. Professional development goal(s), and the professional development selected are aligned with results from data analysis.

**Possible Evidence:**

- A-D: Documentation of discussion/engagement, e.g. meeting minutes, logs, journals, analysis of data.
- E: Documentation of professional development target(s) and alignment to data analysis results.

**Outcome 5:** Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skill sets.

**Target 5.b:** Effective professional development is provided.

**Action 5.b.1:** Educators engage in professional development that contains all elements of effective professional development for student achievement (Iowa Professional Development Model).

**Guiding Questions:**

- What is needed to sustain professional development that builds capacity to deliver the Iowa Core? (Some examples of professional development that supports the characteristics of effective instruction and essential concepts and skills include: Every Student Counts, Every Child Reads, Every Learner Inquires, Authentic Intellectual Work, etc.)
- How are mentors supporting new teachers to learn skills related to the Iowa Core?
- How might technology be used?
- How might the Network support district/school level professional development? What other supports are available? Who will deliver professional development? If external expertise is needed, how will skillful trainers be accessed?
- How can the *Iowa Professional Development Model District/Building Profile* be used to improve the professional development and implementation of the Iowa Core?

**Note:**

- The district should determine what constitutes a reasonable goal for improvement based on their baseline data.

Practice not in Place				Established Practice
0	1	2	3	4
No components in place	A is in place.  District score on all 26 dimensions of the IPDM District/Building Profile is 26.	A is in place.  District score on all 26 dimensions of the IPDM District/Building Profile is 27 to 52.	A is in place.  District score on all 26 dimensions of the IPDM District/Building Profile is 53 to 78.	A and B are in place.  District total score on all 26 dimensions of the IPDM District/Building Profile is 79 to 104.

**Action Components:**

- A. Leadership Team has reviewed the structure of the IPDM using the *Iowa Professional Development Model District/Building Profile*.
- B. Leadership Team follows all parts of the IPDM to design, deliver and monitor professional development at score of level 3 or higher on each dimension of the profile.

**Possible Evidence:**

A-B: Completion and score on the *Iowa Professional Development Model District/Building Profile*. Documentation of discussion.

# CONSENSUS RATING FORM: Outcome 5 – Content-Instruction-Assessment: Professional Development

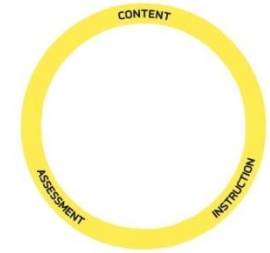
**DISTRICT/SCHOOL:** \_\_\_\_\_

Complete this form by recording the results of consensus rating and discussion regarding Self Study results, priorities for action, and ideas for next steps/activities.

<b>Outcome 5: Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skill sets.</b>				
<b>Targets</b>	<b>Actions</b>	<b>Rating</b>	<b>Priority</b>	<b>Ideas for Next Steps/Activities</b>
5.a Data guide professional learning.	5.a.1 Educators collect and use data across Iowa Core outcomes and student achievement to guide professional development.	0 1 2 3 4	Yes No	
5.b Effective professional development provided.	5.b.1 Educators engage in professional development that contains all elements of effective professional development for student achievement (Iowa Professional Development Model).	0 1 2 3 4	Yes No	

## Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student.

*If content is challenging and relevant and teachers routinely deliver instruction that demonstrates the characteristics of effective instruction, **then** student learning and performance will increase.*



**Outcome 6 aligns with Iowa School Leadership Standards 2 and Iowa Teaching Standards 4 and 5.**

<b>Targets</b> What are we trying to accomplish?	<b>Actions</b> What are we going to do to reach our targets?
6.a Educators deepen their understanding of the Iowa Core's characteristics of effective instruction through collaborative teams.	6.a.1 Educators form and maintain collaborative teams.
	6.a.2 Educators acquire awareness of the characteristics of effective instruction.
	6.a.3 Educators engage in dialogue about practices that support the characteristics of effective instruction.
	6.a.4 Leadership Team facilitates a process to determine the degree to which practices that align with the characteristics of effective instruction are in place in classroom instruction.
6.b Educators study and implement instructional practices that support the characteristics of effective instruction.	6.b.1 Leadership Team makes decisions about how to strengthen the district/building professional development plans to address the Iowa Core. (See Outcome 5.)
	6.b.2 Educators engage in professional development that follows the Iowa Professional Development Model (IPDM) to implement instructional strategies, models, and/or approaches supportive of the characteristics of effective instruction (see Outcome 5).
	6.b.3 Educators implement with fidelity selected instructional strategies, models, or approaches that demonstrate the characteristics of effective instruction.

**Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student.**

**Target 6.a: Educators deepen their understanding of the Iowa Core’s characteristics of effective instruction through collaborative teams.**

**Action 6.a.1: Educators form and maintain collaborative teams.**

**Guiding Questions:**

- How should collaborative teams be configured to facilitate collaboration among the various role groups?
- How will the Leadership Team ensure accurate and frequent communication between the Leadership Team and the collaborative teams?
- What has been learned from the analysis of the *Iowa Professional Development Model District/Building Profile* that pertains to forming and leading collaborative teams?

**Note:**

- Refer to Outcome 5 and Dimensions 14-19 of the *Iowa Professional Development Model District/Building Profile* to consider actions that pertain to supporting and implementing collaborative teams.
  14. Adequate time is provided for collaboration.
  15. All teachers responsible for instruction are included in training and learning opportunities and collaboration.
  16. Training and learning opportunities are distributed through the year.
  17. Training/Learning opportunities are adjusted and refined based on data.
  18. Collaborative team meetings are structured.
  19. An Implementation Plan describes what the teachers will be studying and putting in place in the classroom.

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	One component is in place.	Two to three components are in place.	Four components are in place.	All components are in place

**Action Components:**

- A. Faculty members are prepared to serve as skilled facilitators and use structures to organize and facilitate the collaborative teams (minutes, agendas, and a variety of protocols to keep teams focused and productive, methods for building a culture that encourages collegial exchange, identifies and resolves conflicts, sustains trust and engages whole staff as a learning community to improve the learning of all students).
- B. School leaders routinely participate in collaborative team meetings, consistently contribute to facilitation, model engagement in discussion and reflection, and monitor to ensure that time is well used.
- C. Collaborative learning teams regularly use structured methods to share and reflect together on classroom practices that support the Iowa Core (analyzing student work, watching demonstrations, reading and discussing research/literature, designing lessons, discussing data, etc.).
- D. Teachers observe in other teachers’ classrooms utilizing protocols for collaborative interaction (e.g., reviewing lesson goals, discussing the essential concepts and skills, considering the characteristics of effective instruction, reviewing student tasks, observing student responses and engagement, and debriefing and reflecting on the lesson).
- E. Collaborative learning team members change classroom practices based on research and district/school priorities to implement the essential concepts and skills and practices based on the characteristics of effective instruction. Teams keep track of their implementation and students’ responses to the changed practice.

**Possible Evidence:**

- Review of Professional Development Plans
- Analysis of Collaborative learning team agendas and minutes
- Observation of collaborative team meetings
- Collaborative learning team meeting artifacts (completed structured response sheets, summaries of data analysis, etc.)

**Outcome 6:** Educators implement effective instructional practices to ensure high levels of learning for each and every student.

**Target 6.a:** Educators deepen their understanding of the Iowa Core’s characteristics of effective instruction through collaborative teams.

**Action 6.a.2:** Educators acquire awareness of the characteristics of effective instruction.

- Guiding Questions:**
- When will educators engage the definitions, briefs and literature reviews?
  - How will educators engage the definitions, briefs, and literature reviews?
  - What will Leadership Teams do to facilitate the reflection on the characteristics of effective instruction?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	A is in place.	B is in place.	C is in place.	D is in place.

- Action Components:**
- A. All educators study the characteristics of effective instruction definitions.
  - B. All educators study the definitions and briefs about the characteristics of effective instruction.
  - C. All educators study the definitions, briefs, and literature reviews about the characteristics of effective instruction.
  - D. All educators reflect on what they have studied in the definitions, briefs, and literature reviews.

- Possible Evidence:**
- A: Meeting schedules and meeting minutes.
  - B-C: Participation data, handouts and/or related materials used for presentations showing content covered, participant satisfaction survey results, meeting minutes.
  - D: List of examples and session artifacts showing that staff identified and reflected on a variety of sources of evidence.

**Outcome 6:** Educators implement effective instructional practices to ensure high levels of learning for each and every student.

**Target 6.a:** Educators deepen their understanding of the Iowa Core’s characteristics of effective instruction through collaborative teams.

**Action 6.a.3:** Educators engage in dialogue about practices that support the characteristics of effective instruction.

- Guiding Questions:**
- Who will facilitate the discussions?
  - What are the implications of the characteristics of effective instruction on teaching practices?
  - How do the characteristics of effective instruction connect to different strategies, models, and/or approaches?
  - Which practices are representative of the each characteristic?
  - Which practices are not representative of each characteristic?
  - What implications do the characteristics of effective instruction have on individual practices?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place.	All components are in place.

- Action Components:**
- All educators engage in facilitated discussions about implications of the characteristics of effective instruction on teaching practice and how they connect with different strategies, models, and/or approaches.
  - All educators engage in facilitated discussions identifying specific practices that are or are not representative of each characteristic.
  - All educators review/examine instruction from an external source (videotape, demonstrations, etc.) to identify practices that are or are not in place.
  - All educators engage in facilitated discussions about implications for their individual practices.

- Possible Evidence:**
- A-B and D: Participation data, handouts and/or related materials used for presentations showing content covered, participant satisfaction survey results, meeting minutes show that staff members have reflected on artifacts.
- C: Summary of the instruction that was viewed and the practices that were or were not in place.

**Outcome 6:** Educators implement effective instructional practices to ensure high levels of learning for each and every student.

**Target 6.a:** Educators deepen their understanding of the Iowa Core’s characteristics of effective instruction through collaborative teams.

**Action 6.a.4:** Leadership Team facilitates a process to determine the degree to which practices that align with the characteristics of effective instruction are in place in classroom instruction.

**Guiding Questions:**

- How will the Leadership Team gather information from educators concerning the practices they believe to play an important role in implementing the characteristics of effective instruction and the level to which these practices are currently being implemented in their classrooms?
  - Who will gather this information?
  - When will it be gathered?
- Who will analyze this information?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components are in place.	One component is in place.	Two or three components are in place.	Four or five components are in place.	All components are in place.

**Action Components:**

- A. All educators identify practices that support the characteristics of effective instruction and the level to which these practices are currently being implemented in their classrooms. Leadership collects this information.
- B. Leadership Team examines and analyzes the collected information.
- C. Leadership Team holds discussions about the district and building-level professional development plans and examines existing professional development initiatives. This discussion should include participants who are involved in current professional development efforts and are knowledgeable about the initiative.
- D. Leadership Team uses *Discussion Guide: Considering How Existing Initiatives Support the Implementation of the Iowa Core* (or equivalent) to determine whether existing initiatives help increase the knowledge and skills educators need to implement the Iowa Core.
- E. Leadership Team engages in discussion and summarizes connections among the educators perception of current implementation of practices, current professional development efforts, the characteristics of effective instruction, and essential concepts and skills.
- F. Leadership Team shares the summary with all staff and develops recommendations for next steps.

**Possible Evidence:**

- A: Meeting minutes, Completed *Iowa Professional Development Model District/Building Profile*
- B: *Discussion Guide: Considering How Existing Initiatives Support the Implementation of the Iowa Core*
- C: Written summary, documentation of discussion
- D: Meeting agenda, presentation artifacts

**Outcome 6:** Educators implement effective instructional practices to ensure high levels of learning for each and every student.

**Target 6.b:** Educators study and implement instructional practices that support the characteristics of effective instruction.

**Action 6.b.1:** Leadership Team makes decisions about how to strengthen its professional development plans based on the Iowa Professional Development Model (IPDM) (see Outcome 5).

- Guiding Questions:**
- How might improvement of existing professional development help all teachers learn powerful instructional strategies and approaches that enable teachers to fully implement the Iowa Core?
  - What are the implications for current plans?
  - Who will input be gathered from and how will they be involved? How will revised plans be communicated with faculty and community?

Practice not in Place				Established Practice
0	1	2	3	4
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place.	All components are in place.

- Action Components:**
- After Leadership Team discusses and shares summary of connections (Actions 6.a.3 and 6.a.4), the team generates recommendations to improve the existing professional development plan.
  - Leadership Team shares recommendations with staff members and provides them with opportunities for input making about the professional development plan.
  - Leadership Team refines existing plan or replaces with a new professional development plan that reflects decisions made based on the analysis of data and available resources.
  - Leadership Team shares plan with faculty and community.

- Possible Evidence:**
- Meeting minutes, draft of plan, list of recommendations
  - Meeting agenda, record of input
  - Revised professional development plan and updated CSIP
  - Newsletter, documentation of communication and outreach to various groups (e.g. Teacher Quality Committee, SIAC, School Board)

<b>Outcome 6:</b>	<b>Educators implement effective instructional practices to ensure high levels of learning for each and every student.</b>
<b>Target 6.b:</b>	<b>Educators study and implement instructional practices that support the characteristics of effective instruction.</b>
<b>Action 6.b.2:</b>	<b>Educators engage in professional development that follows the Iowa Professional Development Model (IPDM) to implement instructional strategies, models, and/or approaches supportive of the characteristics of effective instruction (see Outcome 5).</b>
<b>Use the <i>Iowa Professional Development Model District/Building Profile</i> (see Outcome 5).</b>	

**Outcome 6:** Educators implement effective instructional practices to ensure high levels of learning for each and every student.

**Target 6.b:** Educators study and implement instructional practices that support the characteristics of effective instruction.

**Action 6.b.3:** Educators implement with fidelity selected instructional strategies, models, or approaches that demonstrate the characteristics of effective instruction.

**Guiding Questions:**

- What current leadership actions (i.e., walk-throughs, team meetings) are in place that could be refocused to better support the effective implementation of practices supportive of the characteristics of effective instruction?
- What processes and routines are used to address the questions like the following:
  - Are students engaged?
  - What is the content?
  - What is the teacher doing to engage the students?
  - What is the level of cognitive complexity?
  - If a student were to perform the task required, what would he/she be able to know and do?
  - What is the plan to collect formative assessment information?

<b>Practice not in Place</b>				<b>Established Practice</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
None of the components is in place.	One component is in place.	Two components are in place.	Three components are in place.	All components are in place.

**Action Components:**

- A. The principal routinely uses multiple sources of data (including observational data) to consider the quality of instruction across all the classrooms in the school.
- B. The classroom teachers routinely use multiple sources of data to reflect on their own practice.
- C. A collaborative team (content, grade level, cross-content, etc.) routinely uses multiple sources of data to reflect upon the quality of instruction across all the classrooms in the school.
- D. Data gathered about practice are used to add resources and support to continually improve the quality of instruction in the school. (See Outcome 3.)

**Possible Evidence:**

- A: Data collection schedule, data set
- B-D: Written analysis of data, protocols for recording discussion and findings.  
 Rewritten recommendations  
 Documentation of adjustments made to professional development, allocation of resources, student programming, schedules, learning supports, etc.

# CONSENSUS RATING FORM: Outcome 6 – Content-Instruction-Assessment: Instruction

## DISTRICT/SCHOOL: \_\_\_\_\_

Complete this form by recording the results of consensus rating and discussion regarding Self Study results, priorities for action, and ideas for next steps/activities.

<b>Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student.</b>				
<b>Targets</b>	<b>Actions</b>	<b>Rating</b>	<b>Priority</b>	<b>Ideas for Next Steps/Activities</b>
6.a Educators deepen their understanding of the Iowa Core’s characteristics of effective instruction through collaborative teams.	6.a.1 Educators form and maintain collaborative teams.	0 1 2 3 4	Yes No	
	6.a.2 Educators acquire awareness of the characteristics of effective instruction.	0 1 2 3 4	Yes No	
	6.a.3 Educators engage in dialogue about practices that support the characteristics of effective instruction.	0 1 2 3 4	Yes No	
	6.a.4 Leadership Team facilitates a process to determine the degree to which practices that align with the characteristics of effective instruction are in place in classroom instruction.	0 1 2 3 4	Yes No	
6.b Educators study and implement instructional practices that support the characteristics of effective instruction.	6.b.1 Leadership Team makes decisions about how to strengthen the district/building professional development plans to address the Iowa Core. (See Outcome 5.)	0 1 2 3 4	Yes No	
	6.b.2 Educators engage in professional development that follows the Iowa Professional Development Model (IPDM) to implement instructional strategies, models, and/or approaches supportive of the characteristics of effective instruction (see Outcome 5).	<b>Collection Not Required</b>		
	6.b.3 Educators implement with fidelity selected instructional strategies, models, or approaches that demonstrate the characteristics of effective instruction.	0 1 2 3 4	Yes No	

# Implementation Plan Directions & Worksheet

Directions for the Implementation Plan are as follows:

## **District/School**

Identify the name of the district/school and the one individual who will be contact person for the Implementation Plan. Include address, phone, and email address for that person.

For public districts this is a district plan regardless of the number of buildings involved and the district is accountable for the design and implementation of the plan. Whatever the choice of grade levels in the initial version of the Implementation Plan (9-12 or K-12), it is a district plan.

For accredited non-public schools the plan may be a school grouping or building plan. Each plan needs contact person information.

Two or more districts who are involved with a whole grade sharing arrangement with any group of students may submit a common plan under the name of the districts involved. An alternative is that each district may submit its own plan that addresses all the K-12 students from the home district regardless of where they are attending district.

Whatever the arrangement, each district/school's Implementation Plan must account for all students including those who are and are not part of any whole grade sharing arrangement.

Any Implementation Plan that includes two or more schools who whole grade share any group of students must include the name and contact information from each district involved.

## **Dates**

Identify the start date indicating that the plan is ready for implementation. As the plan is continuously revised, list the dates when the Leadership Team conducts a review of the plan to make updates and additions. See legislated deadlines on page 4.

## **Outcomes**

Each of the six outcomes needs to be included in the initial version of the Implementation Plan regardless of when and how each one will be addressed.

## **Target/Actions**

Identify the targets and actions that need to be addressed to accomplish the desired state for each of the six outcomes. Because this planning process is continuous, the statements of targets and actions in the initial version of the Implementation Plan may be adjusted at any time. In this column of the worksheet, one row should be used for each target/action.

## **Activities/Resources**

Describe the specific activities, efforts, initiatives, and resources that will be used to accomplish the targets and actions for each outcome. The description may include current and/or projected initiatives that directly support any outcome and the implementation of the Iowa Core. Include a description of what will be done and who will be responsible. Tools and protocols to be used may be described here. The information should be detailed and specific enough that anyone who views

the Implementation Plan are able to keep a clear and specific focus on what is to be done. Specificity and clarity at this point will help maintain the continuity of effort over time also assist planners in determining how to measure progress.

The description of activities and resources may focus on activities and resources being devoted to actual implementation and follow through, research, planning and development, communications or other activities to move forward with the implementation of the Iowa Core.

It is possible that the same activity/resources may be used to address two or more outcomes and their related targets/actions at the same time. The description will make that connection explicit.

If nothing will be initiated in the way of planning and/or implementation for an outcome until sometime after July 1, 2010, include a statement to that effect and refer to the target date for startup.

### **Evidence of Progress**

Describe what evidence will be used to show progress related to the each outcome and related targets/actions. Depending on the outcome and the desired results, the evidence will be gathered and organized at the district, building, and/or classroom level. This evidence will be an extension of the data considered when the Self Study was conducted and should expand on what is already known about the district in relation to the outcome(s) and related target/actions. It is important that there is continuity between outcomes, targets/actions and the data used to establish priorities and the evidence that is used to effectively chart progress and make appropriate adjustments to the work. The original evidence serves as the basis for monitoring the progress of the Implementation Plan as the activities are conducted. Evidence may include a combination of student data, data related to staff engagement and implementation, documents, and artifacts demonstrating parent involvement, and/or community involvement.

If nothing will be initiated in the way of planning and/or implementation for an outcome until sometime after July 1, 2010, include a statement to that effect and refer to the target date for startup.

### **Timeline**

Include a start date and any intermediate dates for activities that are staged over time. Include dates when the Leadership Team will review progress and important benchmarks for completion. The amount of time allocated for an activity may vary from weeks, to months, to years, depending on the degree of difference between current status and desired state, and the complexity and scope of the work.

Enter a projected starting date for any outcome that has a timeline where nothing will be initiated until sometime after July 1, 2010.

A district/school may choose to prepare for entering the Implementation Plan on the secure online application by initially filling out the following **optional** worksheet.

<b>Iowa Core</b>				
<b>District:</b>			<b>Start Date:</b>	
<b>Contact:</b>			<b>Update:</b>	
<b>Update:</b>				
<b>Outcome(s)</b>	<b>Targets /Actions to Reach Desired State</b>	<b>Activities/Resources to Accomplish Targets/Actions</b>	<b>Evidence of Progress</b>	<b>Timelines</b>
	(Use 1 row per each Target/Action.)			

# Appendix A

## A1- Continuum Mapping Tool: 6 Content Areas of Learning Supports

The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions intended to address the needs of students who encounter barriers that interfere with their learning at school. Such a structure provides a broad unifying framework within which a school-community continuum of learning support programs and practices can be organized. **Each AEA has at least one Learning Supports Coordinator who is available to provide technical assistance in completing either the Continuum Mapping Tool or the Resource Mapping Tool.**

Complete by indicating the supports available to students in each content area, across the three-tiered continuum.

Core	Supplemental	Intensive
<b>Supports for Instruction</b> foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional-Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.		
<b>Family Supports and Involvement</b> promotes and enhances the involvement of parents and family members in education.		
<b>Community Partnerships</b> promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.		
<b>Safe, Healthy and Caring Learning Environments</b> promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up.		
<b>Child/Youth Engagement</b> promotes opportunities for youth to be engaged in and contribute to their communities.		
<b>Supports for Transitions</b> enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.		

# A2 - Community Outcome: Resource Mapping Tool

Resource Map for \_\_\_\_\_

Program, Practice, Service, or Strategy	Continuum			Content Area					Population Served					Personnel Assigned		Funding Allocation			
	Core (All)	Supplemental (Some)	Intensive (Few)	Supports for Instruction	Family Support & Involvement	Community Partnerships	Safe, Healthy, Caring Environments	Child/Youth Involvement	Support for Transitions	General	Eng. Lang. Learners	Special Education	At-Risk	Other (Specify)	Number	Type	Total FTE	Personnel Costs	Other Expenses
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			

Mark all that apply

Mark all that apply

List age range/grade level in cell

List FTEs

List Total Cost