**Pre/Post Knowledge Assessment**

**Leadership for Effective Implementation of District-Wide
Evidence-Based Practices (Systems Leadership)**

## For each scenario below, does Leadership exhibit characteristics of Effective Leadership for Continuous School Improvement?

***Mark yes or no.***

1. The Superintendent has developed a schedule of leadership meetings that include on-site monthly meetings with individual building principals who submit quarterly data and reports to the central office at the end of each quarter. These data and progress reports are then shared collectively across the district to be considered in building continuous improvement planning.

Yes No

1. An interactive “District Dashboard” was created to identify and collect key measures of (1) student growth and performance; (2) classroom-based instructional practice; and (3) professional collaboration and efficacy. The purpose of this dashboard was to foster collaborative conversations regarding implementation effectiveness.

Yes No

1. Phase one of the District Improvement Plan asked individual building leadership teams to review building data. Each building was asked to identify needs and develop an action plan to address these areas. Building plans were submitted to the District Leadership Team for review and resource allocation to support building implementation.

Yes No

1. The district adopted and promoted the following philosophy toward teacher professional learning: *Consistent Practice/Diligent Effort + Right Method = Growth.*The formula was displayed district-wide in administrative offices and staff work rooms. Each staff member received a lapel pin bearing the formula and electronic meeting note templates included the formula at the top of each page.

Yes No

1. A district task force headed by an assistant superintendent, key representation from each academic level, and district curriculum and professional learning directors was developed to oversee the district improvement plan for instructional practices. The goal of the task force was to ensure timeline and budget adherence, as well as staff participation in the professional development plan by submitting an implementation report to the board on a monthly basis.

Yes No

1. Buildings across the district have a wide range of achievement levels and needs. Building leadership teams have developed a building plan for improvement to address their individual buildings needs. These plans are submitted to the Superintendent for approval and resource allocations. Plans are monitored through monthly district leadership team meetings.

Yes No

1. District Leadership Team meetings rotate among district buildings. As part of these monthly meeting, members of the DLT break into groups of 2 or 3 and conduct walk-throughs in several classrooms within the building where the meeting is being held. These walk-throughs focus on the implementation of a common set of effective instructional practices for the purpose of feedback to teachers and the Building Leadership Team.

Yes No

1. The district has adopted a district-wide, peer-coaching model to support their implementation of assessment capable learner practices. To support active participation in the coaching process, coaching logistics, creating coaching partners, and schedules have been established at the building level by the Building Leadership Team.

Yes No

1. A district-wide interactive data wall program will be rolled out as part of the District’s continuous improvement process. The roll-out will take place in three phases: Phase 1 – communication and PD; Phase 2 - initial set-up and data collection; and Phase 3 – first round use, informing classroom, as well as district-wide practice and reflection.

Yes No

1. A collaborative data-team structure was implemented district-wide. Grade-level teams (lateral) at the elementary level and content-based teams (vertical) at the middle and high school levels were formed to focus on data for students without disabilities. Special educators (pre-k – 12) formed vertical teams to consider the data for students with disabilities.

Yes No

1. The staff of a small K-8 district developed a standards-based student growth continuum for writing that serves as the foundation for a system of cross-content common formative assessments. Data teams meet weekly, analyze data, and establish goals aligned with the growth continuum. A district/building leadership team also regularly reviews data and implementation progress.

Yes No