**Leadership for Effective Implementation of District-Wide Evidence-Based Practices “Look-For” Tool**

**Aligned with Practice Profile**

| **Essential Function** | **District/Building Leader Evidence** | **Educator Evidence** |
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| **EF 1**  Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement. | **There is a district wide improvement plan that**   * is aligned with district- wide initiatives. * includes specific and attainable district goals around a common focus. * includes building goals aligned with the district-wide common focus. * has a mechanism for collecting and utilizing feedback from all levels. * outlines professional learning. * includes a process for the collection of multiple sources of data specific to district and building performance goals. * includes a schedule for analyzing key performance indicators at regular intervals. * Identifies specific practice-based strategies to increase teacher impact and/or student outcomes.   **Leadership Teams**   * regularly engage in formal problem-solving using district/building level data. | **Teachers**   * understand the purpose of the district continuous improvement plan and how it aligns with district initiatives. * understand the common focus and goals of the district continuous improvement plan. * are familiar with their building goals and how they align with the district focus. * understand and are part of the district communication feedback loop. * are involved in professional learning. * collect multiple sources of data regarding progress toward goals. * are kept informed regarding the impact of the district plan. * implement district identified specific practice-based strategies to increase their impact and positive student outcomes.   **Teachers**   * consistently utilize data for decision making/ problem-solving |
| **EF 2**  Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture. | **Leadership establishes a sustainable school improvement approach that includes**   * meeting regularly and frequently for team-based decision making. * having systems that utilize efficient and effective structures for data-based decision making. * using collaborative team structures to promote collective responsibility. * having a process to align and monitor performance goals. * having a communication plan that provides information/data on a formal and frequent basis to all stakeholders. * Opportunities for dialogue and discussion about high impact practices. | **Teachers**   * have collaborative grade level/content area teams that meet regularly for data-based decision making. * use efficient and effective structures for data-based decision making. * demonstrate collective teacher responsibility for student outcomes. * are aware of building/grade level performance goals and monitor progress. * Have opportunities for dialogue and discussion about high impact teaching practices. |
| **EF 3**  Leadership models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement. | **Leadership builds an organizational culture of trust by**   * showing their actions are consistent with shared values. * following through on commitments. * valuing all staff and commit to providing opportunities for teacher voice. * using strategies that build collective teacher efficacy.   **Leadership promotes and models a growth mindset by**   * setting long/short-term organizational goals. * seeking teacher feedback and input. * providing constructive and detailed feedback to teachers. * providing opportunities for teachers to observe each other. * discussing successes and failures with teachers as learning opportunities. * valuing effort as a path to mastery. | **Teachers believe (Organizational culture)**   * leader’s actions are consistent with shared values of district. * leaders follow through on commitments. * their knowledge and experience is valued. * they positively affect student learning.   **Teachers (Growth mindset)**   * set long/short term goals. * believe their input and feedback are sought and valued. * receive constructive feedback from leaders. * observe other educators and their classes. * feel discussions they have with leaders regarding successes and failures are learning opportunities. * value effort as a path to mastery. |
| **EF 4**  Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth. | **Leadership builds a supportive environment by**   * establishing district goals that address the needs of all students. * selecting, providing ongoing training and monitoring implementation of evidence-based practices. * using data to establish and address priority areas. * using a system for School-Based Implementation Coaching.   **Leadership ensures that key components are implemented and supported across the district. Including**   * Collaborative Teams * Common Formative Assessments * Data-Based Decision-Making * Developing Assessment Capable Learners with Feedback * Metacognition | **Teacher (Supportive environment)**   * are informed of and work toward goals that address the needs of all students. * receive ongoing training to improve implementation of evidence-based practices. * use data to address priority areas. * engage in School-Based Implementation Coaching .   **Teachers**   * are members of Collaborative Teams. * use Common Formative Assessments in their classrooms. * use a Data-Based Decision-Making process. * implement DACL in their classrooms. * implement Metacognition in their classrooms. |