**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

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| **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.
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| **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.
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| **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.
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