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| **Thinking about District Capacity through the lens of Student Growth** |
| **Human Capacity Plus Delta** |
| What is the current level of assessment literacy for teachers and leaders in the district? |  |  |
| Do teachers have job-embedded professional learning opportunities to improve their assessment and data literacy skills? |  |  |
| What is the current level of knowledge of the standards? |  |  |
| Do teachers know and understand the enduring skills in their standards? |  |  |
| Do teachers gather a variety of sources of evidence and use it to determine the needs of their students?  |  |  |
| Do teachers and leaders understand the components of a quality student growth goal? |  |  |
| Do teachers and leaders understand how growth and proficiency targets are determined? |  |  |
| If students are not making acceptable progress toward goal attainment, do teachers know what professional learning opportunities are available to help them improve instructional practice? |  |  |
| Is the district developing the expertise of high-capacity individuals to support teachers in all your schools with the student growth process?  |  |  |
| Does all staff understand why student growth is included in the PGES? |  |  |
| **Organizational Capacity Plus Delta** |
| What is the current culture for collaboration? |  |  |
| Are there systems, routines and expectations that support staff collaboration so they can identify enduring skills and/or concepts? |  |  |
| Are teachers engaged in on-going discussions about student growth measures? |  |  |
| Do the teachers who participate in the Content Leadership Networks share what they learn about standards and assessment practices with others in your district? |  |  |
| Do teachers share their student growth goals and provide feedback to each other in order to support a meaningful goal-setting process? |  |  |
| Do teachers collaboratively analyze evidence of student learning? |  |  |
| Do teachers base on-going instructional decisions on formative assessments? |  |  |
| Are district communications about the expectations associated with the student growth goal process clear and easily accessible for all stakeholders? |  |  |
| **Structural Capacity Plus Delta** |
| Is there a structure in place that allows teachers to analyze data and plan for next steps collaboratively? |  |  |
| Are there structures in place to provide collaborative opportunities for teachers who do not have subject area counterparts in the building/district? |  |  |
| Do teachers of common subjects/grades have common planning time? |  |  |
| Does the district have established processes to train all staff around all the aspects of the student growth goal process? |  |  |
| Does the district have a system in place to determine support needs for the student growth process? |  |  |
| Does the district have a policy that guides decisions about measures used to determine student growth goals? |  |  |
| **Material Capacity Plus Delta** |
| Has district leadership determined what assessments teachers are currently using to determine student growth in all content areas across the district? |  |  |
| Do those assessments align with their standards? |  |  |
| Do teachers in the district use common assessments to determine growth over time? |  |  |
| Does the district have a data system teachers can access so they can analyze current data and monitor student growth? |  |  |
| Has the district allocated sufficient time to support professional learning around assessment literacy to support the student growth goal process? |  |  |
| Is time allocated for those leading the professional learning that will support student growth to develop their own expertise? |  |  |
| Has the district dedicated time for district experts and leaders to collaborate with and support others as they develop their understanding of the student growth goal process? |  |  |
| Are resources supporting the student growth process organized to facilitate easy access for all stakeholders? |  |  |