A Framework for Vision-Driven Instruction and Leadership

Domain 1
Architect the Experience

Domain 2
Act and Adjust Based on
Data, Student Need, and Passion

Domain 3
Accept and Encourage
Alternate Routes

ENCOURAGE

ADJUST

ARCHITECT

ACT

ACCEPT

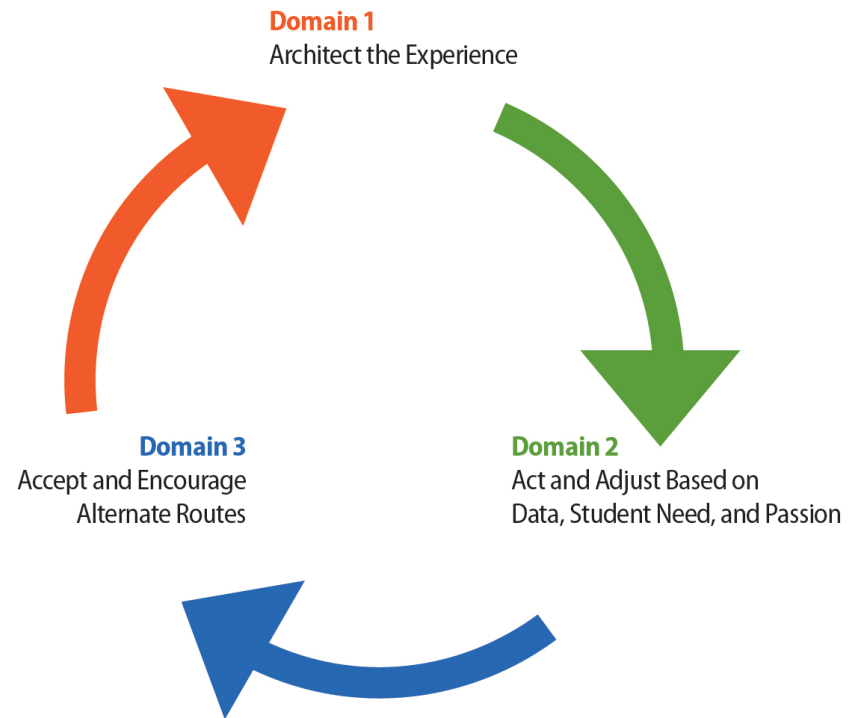Texas Association of School Administrators

A Framework for Vision-Driven Instruction and Leadership

The *Framework for Vision-Driven Instruction and Leadership* outlines the roles of educators and leaders necessary to both support and advance the school transformation work in districts and on campuses as outlined in the document, *Creating a New Vision for Public Education in Texas*. This tool takes the existing Implementation Matrix one step further—from its current description of moving an organization along the continuum of vision-driven transformation to that of the skills, traits, and behaviors needed in both educators and leaders. The development of this *Framework* seeks to aid districts by providing a roadmap or blueprint for use in helping drive the transformation work internally. Instructional Practice and Leadership Practice Indicators aligned to the Articles and Premises of the Visioning Document and Implementation Matrix include considerations for teachers and principals to use to impact their practice.

This *Framework* was developed based on three major domains—**Domain 1: Architect the Experience**; **Domain 2: Act and Adjust Based on Data, Student Need, and Passion**; and **Domain 3: Accept and Encourage Alternate Routes**. Working groups comprised of district stakeholders engaged in school transformation efforts locally collaborated across districts in an effort to develop a powerful tool that aims to support the school transformation work on campuses and in classrooms in a very authentic manner.

This *Framework* is a working document and may be updated or enhanced on an ongoing or as needed basis. As a companion to the implementation matrix, it serves as a next step in unpacking district developed future-ready learner, educator, and leadership profiles. Focused specifically on vision premises directly related to teaching and school leadership, the *Framework* provides a set of descriptors and indicators districts could use to guide their professional development, PLCs, and planning efforts. This tool for discovering and calibrating the high-impact instructional and leadership practices that hold the most promise for accelerating future-ready learning efforts provides considerations for Instructional and Leadership Practice that exemplify vision implementation matrix "level 4" indicators.

Domain 1
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This *Framework* should be a starting point for districts to use in determining future-ready instructional and leadership practices in their schools and classrooms; this work-in-progress tool allows district leaders, principals, and teachers to customize its use based on the needs and contexts of their respective district, school, or classroom. The *Framework* is not a recipe or "one best formula" for leading future-ready transformation locally and should not be utilized as an evaluation tool, rubric, or grading system for transformation.

A Framework for Vision-Driven Instruction and Leadership

Article I: The New Digital Learning Environment

Statement of Principle

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
I.a The technologies that make this new digital world possible must be viewed as opportunities and tools that can help us in educating and socializing the young both in and outside of school.	Students **have access to and regularly use** digital technologies as tools for learning as an integral part of in and out of school learning. Policies, practices, and/or procedures provide guidance, definition, and clarity regarding use of digital devices and digital communication for learning. These expectations are supported with the tools and training needed for successful and ethical use of digital technologies and media.	**Consideration 1:** How have I intentionally chosen the technology tool(s) that would support designing for the learning standards? [Domain 1] **Consideration 2:** What practices and digital norms do I have in place that support the use of digital tools as intentional tools for learning? [Domain 1] **Consideration 3:** How does my lesson design ensure that learners are able to use varying technology tools to demonstrate choice and voice in their learning? [Domain 1] **Consideration 4:** How have I supported students through clear guidelines for responsible digital citizenship? [Domain 3]	**Consideration 1:** What digital norms are in place at the campus level, and how are they communicated and created? [Domain 1] **Consideration 2:** How do I establish and grow technology leaders on the campus to help drive norms that have been established? [Domain 1] **Consideration 3:** How am I gathering feedback from students, parents, and the community about the implementation of digital tools? [Domain 1] **Consideration 4:** How do I evolve as a leader to connect with other campuses and leaders about the use of digital tools in the instructional setting? [Domain 1] **Consideration 5:** How do I lead professional development that equips my campus to provide opportunities to incorporate digital tools in the design process? [Domain 1] **Consideration 6:** How does the professional development that I design intentionally incorporate the digital norms that have been established by the campus? [Domain 1] **Consideration 7:** What is our campus plan for ongoing lessons and support in responsible digital citizenship? [Domain 3] **Consideration 8:** How have I equipped teachers to move from substitutive to transformative use of technology? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
I.b The virtual social-network connected and tech-savvy generation will not tolerate the one-size-fits-all mass production structures that limit learning to particular times and places and conventions. I.c The potential of learning anywhere, anytime, "any path, any pace" must be embraced. Future learning will be a combination of learning at school, virtual learning, learning at home, and in the community.	Students **have equitable access to and regularly participate in** multiple pathways and flextime, individualized learning venues both inside and outside of school. Systems and/or processes provide guidance and support to schools in offering multiple venues and pathways for learning and course/ content access across all content areas. Technologies, training, and supports are provided to ensure equal access for all students to these opportunities.	**Consideration 1:** What opportunities have I considered to make virtual connections outside the classroom that develop real world connection to the learning standard? [Domain 1] **Consideration 2:** What digital tools have I considered that could be accessed in a variety of different settings to extend student learning? [Domain 1] **Consideration 3:** How is my pre-assessment of students driving the expected variance in learning outcomes? [Domain 3]	**Consideration 1:** Have I structured the school day to be conducive to the use of digital tools in a flexible environment? [Domain 1] **Consideration 2:** Do my students understand that digital norms extend beyond the walls of the school and could have lasting effects on their future careers? [Domain 1] **Consideration 3:** Have I educated all stakeholders to embrace digital tools as a means for learning to take place in a variety of different settings? [Domain 3] **Consideration 4:** How am I structuring campus/course schedules to allow for individualized learning opportunities? [Domain 3] **Consideration 5:** Do students have access to flexible spaces and times for learning? [Domain 3] **Consideration 6:** Am I modeling individualized learning opportunities through my staff development plan? [Domain 3]
I.d Schools must reach out to those who would educate at home or in small networks, and welcome their involvement in the school community.	Regardless of the location of "schooling" or course/content access, students **have access to multiple opportunities** to participate in the school community. Policies, procedures, or structures promote and encourages significant access to school involvement and learning opportunities across curricular and co-curricular areas for students who are schooled at home or in small social networks.		

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
I.e Virtual learning should become the norm in every community to meet the needs of students who prefer such an environment. I.f The secondary school credit system should be expanded beyond school walls so that any place/anytime learning, including virtual learning, are equally valued and supported.	Students **have access** to course content and earn course credit **through a variety of venues** including virtual learning as an expected option for their course/credit accrual. Policies, practices, and/or procedures promote and encourage virtual learning across all content areas and most grade levels including virtual schools, virtual grade level promotion pathways, virtual high school graduation pathways. Tools, curriculum, communication, training, and other supports are provided for success and equal access for all students.	**Consideration 1:** How am I connecting students with virtual learning opportunities? [Domain 3] **Consideration 2:** How am I connecting with my students to identify their personal learning strengths and needs? [Domain 3]	**Consideration 1:** Do I have a flexible learning space that encourages virtual learning? [Domain 3] **Consideration 2:** How am I connecting student passions/talents to available virtual learning opportunities? [Domain 3] **Consideration 3:** Are all students following the same prescribed pathway, or are there structures in place that allow for individualized pathways? [Domain 3]
I.g We (families, schools, churches, youth organizations, etc.) cannot control access to information by the young and recognize that once existing boundaries no longer exist.	Students **regularly access information** responsibly and ethically, including digital content, in order to acquire knowledge, master specified content standards, and explore/enhance learning in areas of personal interest. Teachers provide explicit instruction in appropriate and responsible use of digital content. Teachers and students are supported in ensuring responsible use of digital content.	**Consideration 1:** What practices and digital norms do I have in place that support the use of digital tools as intentional tools for learning? [Domain 1] **Consideration 2:** Have I communicated my practices and digital norms to parents, and how they were considered in the lesson design process? [Domain 1] **Consideration 3:** How do I provide and communicate timely feedback to students and parents? [Domain 2] **Consideration 4:** How do I remove barriers so that students and parents can understand and adjust to numerous data sources (attendance, learning standards, behavior, etc.)? [Domain 2]	**Consideration 1:** Do my students understand that digital norms extend beyond the walls of the school and could have lasting effects on their future careers? [Domain 1] **Consideration 2:** How do I provide opportunities for teachers to experience digital tools as intentional tools for learning? [Domain 1] **Consideration 3:** How do I keep teachers and students safe by keeping abreast of potentially harmful issues and communicating plans of action in a timely manner? [Domain 1] **Consideration 4:** How do I monitor when and how teachers are providing and communicating timely feedback to students and parents? [Domain 2] **Consideration 5:** How do I set and communicate expectations for removal of the barriers? [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
I.h Children and youth need role models and adult guidance and connections even more than in the pre-digital era, but the role of adults is different, becoming one that is more about facilitating understanding, raising questions, and designing engaging tasks that produce learning than lecturing and instructing.	Throughout the organization, ***all teachers facilitate profound learning*** based on rigorous content. Students are engaged as learners in an increasing self-management or learning role toward mastery of rigorous content standards. Practices such as teacher training, instructional monitoring, and teacher evaluation tools are explicitly aligned to the expected instructional practices. The curriculum includes expectation for and examples of rigorous, engaging learning tasks including intra- and inter-disciplinary learning projects that are expected of all students in all grades, and leverages the power and potential of digital learning through explicit instruction in appropriate use of digital media.	**Consideration 1:** How does the use of data promote and result in profound instruction and learning? [Domain 2] **Consideration 2:** For the struggling student, how do I use data to help address and overcome the learning gaps? For the successful student, how do I use data to help a student engage in deeper mastery of learning? [Domain 2] **Consideration 3:** How do I utilize historical/archival data versus real-time data to impact instruction that will lead to profound learning? [Domain 2] **Consideration 4:** How and when do I vary the types of assessment that measure profound learning? [Domain 2] **Consideration 5:** How am I supporting student learning through access to rich digital media/resources? [Domain 3] **Consideration 6:** How am I teaching students to access and synthesize digital information? [Domain 3] **Consideration 7:** How am I creating systems that scaffold self management of learning? [Domain 3] **Consideration 8:** How will students demonstrate their mastery of content? [Domain 3] **Consideration 9:** How am I facilitating cross-curricular connections? [Domain 3]	**Consideration 1:** How do I vary professional learning with staff? [Domain 2] **Consideration 2:** What data (i.e. walkthroughs, conversations, lesson/student artifacts) do I use to determine where teachers are in creating varied assessments? [Domain 2] **Consideration 3:** How am I coaching my staff as they transition from a teaching to a learning platform? [Domain 3] **Consideration 4:** What systems/processes do I have in place to support teachers as facilitators? [Domain 3] **Consideration 5:** How does the campus schedule allow for cross-curricular collaboration? [Domain 3] **Consideration 6:** What systems do I have in place to encourage staff members to build their own Personal Learning Network (PLN)? [Domain 3]

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I.i. School leaders, including board members, must work to bring the public into conversations that are needed not just to support these transformations but to help shape them and create ownership.	School leaders *meaningfully engage* the public in the shaping of policies related to the digital era transformations needed in the district. *On-going community engagement*, expertise and feedback is solicited and used in the development and improvement of programs, practices, and procedures that reshape teaching and learning for the new digital era.		

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Article II: The New Learning Standards

Statement of Principle

The new digital environment demands new learning standards for students so that they will have the values and the capabilities to live, learn, and earn in a free society surrounded by a world that is truly global, connected, and increasingly competitive in scope and character

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
IIa. Standards should be clear, attainable, and high enough to provide for a system of student performance variance where all can experience success and challenge. IIb. Learning should be specified to the "profound level," that is, students are able to apply their learning to new situations, to synthesize, solve problems, create knowledge, and cultivate and utilize the full range of their capabilities.	Students learning is based on ***challenging, meaningful content standards that have been articulated, specified, and described PK-12.*** Learning standards in all content areas extend beyond the state curriculum including such things as: • clarification/enhancement of the cognitive demand of the standards • supports for ensuring that students have access to the full content of the discipline • identification/clustering of "power" standards to ensure depth over breadth • communicating linkages across disciplines.	**Consideration 1:** I have depth of understanding of the learning standards. [Domain 1] **Consideration 2:** I have an awareness of how the learning standards at my grade level or course fit into where my students have been and where they are going. [Domain 1] **Consideration 3:** My lesson design fosters the following: • Mastery of the standard(s) • Linkages across the curriculum • Transfer of standard(s) to real world applications • Learning that intentionally yields the ability to transfer and can generate new learning [Domain 1] **Consideration 4:** How does my lesson design allow my students to independently apply their learning to contexts or situations outside the classroom? [Domain 1] **Consideration 5:** How do I design assessments that measure progress toward transfer and profound learning? [Domain 1] **Consideration 6:** How and when do I utilize pre- and post-assessments to design challenging, meaningful lessons? [Domain 2]	**Consideration 1:** Do I have the information I need to recognize if the standards are being taught at the appropriate level of depth and complexity when visiting classrooms? [Domain 1] **Consideration 2:** Have I been involved in department and team meetings to gain a better understanding about the design and implementation of the learning standards? [Domain 1] **Consideration 3:** How do I use my campus data to reinforce deep consideration of the learning standards in the design process? [Domain 1] **Consideration 4:** Do I have regular opportunities and structures in place to connect with my teachers about students' progress toward the learning standards? [Domain 1] **Consideration 5:** How do I communicate with teachers around the alignment of standards and the opportunities to make connections to other disciplines? [Domain 1] **Consideration 6:** How do I impact policy to ensure teachers have flexibility to assess student learning beyond traditional grading? [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
		Consideration 7: How do I recognize strengths or gaps in student learning from prior years in order to design challenging lessons? [Domain 2] **Consideration 8:** How do I use data to communicate linkages across disciplines? [Domain 2] **Consideration 9:** How am I conveying the expected depth of learning to each of my students? [Domain 3] **Consideration 10:** Does my rubric distinguish expected levels of learning, scaffolding for above and below the learning standard? How am I incorporating this content into student conversations and learning outcomes? [Domain 3] **Consideration 11:** How am I bundling high-priority learning standards for maximum impact in minimal time? [Domain 3]	**Consideration 7:** How do I encourage and promote a structure that allows for teachers to assess challenging, meaningful content standards (Multiple levels of DOK)? [Domain 2] **Consideration 8:** How and when do curriculum leaders utilize data to monitor and make systemic refinements to curriculum and/or instructional plans and resources? [Domain 2] **Consideration 9:** Am I providing data across disciplines to teachers that will lead to profound instruction and learning? [Domain 2] **Consideration 10:** How have I embedded time for cross-curricular collaboration? [Domain 3] **Consideration 11:** How am I supporting teachers in the use of pre-assessments to outline individual learning outcomes? [Domain 3] **Consideration 12:** How am I supporting teachers in the addition of learning time by identifying areas for subtraction? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
IIc. Learning standards should embrace development of the whole person to build students' capacity to shape their own destiny as individuals and as contributing members of society.	***Students competently use 21st century skills as they engage with challenging content learning standards***. Learning standards reflect development of the whole person and encompass 21st century skills (collaboration, self-management, creativity, problem-solving, judgment, negotiation, etc) and personal development skills (choice, social/emotional skills, self-management, etc.). These standards are evident in curriculum documents and instructional practices including such things as grading/promotion/graduation policies, curriculum guides, district required assessments, project-based learning criteria, rigorous learning tasks across all disciplines.	**Consideration 1:** In what ways do the learning opportunities that I have designed provide students the opportunity to master standards and develop collaboration, communication, and problem solving? [Domain 1] **Consideration 2:** How do I intentionally provide students the opportunities to interact with the content in a way that encourages the development of 21st century skills? [Domain 1] **Consideration 3:** What considerations do I give in designing varied assessments that allow students to demonstrate their learning? [Domain 2] **Consideration 4:** How have I taught/modeled expectations for each of these 21st century skills? [Domain 3] **Consideration 5:** How will I assess individual growth in the identified 21st century skills? [Domain 3]	**Consideration 1:** In what ways do the learning opportunities that I have planned for teachers engage them in meaningful conversation around collaboration, communication and problem solving as intended outcomes for students? [Domain 1] **Consideration 2:** What supports do I have or need to facilitate purposeful lesson design around 21st century skills? [Domain 1] **Consideration 3:** How do I personalize for each staff member to build capacity around collaboration, problem-solving, and global dispositions? [Domain 1] **Consideration 4:** How do I know where teachers are in their ability to design multiple and varied assessments? [Domain 2] **Consideration 5:** Provide and support teachers so that they have the tools, knowledge, and resources to create multiple assessments. [Domain 2] **Consideration 6:** Has my campus community identified priority soft skills? [Domain 3] **Consideration 7:** How have I supported staff in teaching and assessing growth of soft skills? [Domain 3] **Consideration 8:** How have I communicated the value of soft skills to parents and community members? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
IId. Standards should respect and value students' "multiple intelligences" and talents, and provide opportunities for all students to excel and experience success.	Students *learn in multiple pathways and venues on a regular basis*. Learning standards and instructional guidelines include tools/supports for multiple entry points to learning and mastery. Students are given the supports and scaffolds needed to achieve at high levels.	**Consideration 1:** What supports and scaffolds do I have in place to ensure that all students learn and make progress toward mastery? [Domain 1] **Consideration 2:** What supports do I intentionally have in place to respond to the needs of my students? [Domain 1] **Consideration 3:** What considerations do I give in designing varied assessments that allow students to demonstrate their learning? [Domain 2] **Consideration 4:** How have I individualized learning pathways to encourage connections to student strengths/passions and how they prefer to learn? [Domain 3] **Consideration 5:** What opportunities do students have to extend their learning beyond the assignment/classroom? [Domain 3]	**Consideration 1:** Have I created a risk-free environment where teachers and students can achieve at high levels where individual talents are respected and valued? [Domain 1] **Consideration 2:** How have I ensured that scaffolds and supports are in place for students? [Domain 1] **Consideration 3:** How do I lead and support teachers to respond to the individual needs of students? [Domain 1] **Consideration 4:** How do I know where teachers are in their ability to design multiple and varied assessments? [Domain 2] **Consideration 5:** Provide and support teachers so that they have the tools, knowledge, and resources to create multiple assessments. [Domain 2] **Consideration 6:** How am I equipping teachers to create individualized learning pathways? [Domain 3] **Consideration 7:** Do I have systems in place to identify student talents and passions? [Domain 3]

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II.e Standards should tap curiosity and imagination in the traditional academic core, aesthetic and skill areas in a way that lack of proficiency in any one area does not discourage students from recognizing and pursuing their special talents and learning in other areas.	Students have **full access to a broad-based curriculum** and to challenge themselves, and make choices based upon high self-interest and in consideration of future trends/skill needs. Learning standards extend beyond basic content mastery and all students are supported in mastering a broad based multidisciplinary curriculum, including opportunities for student interest and choice in content/courses. Structures and processes have been put into place to ensure that all students have equal access to a broad-based, high quality education.	**Consideration 1:** How does my lesson design allow my students to have some choice in the content that they need and want? [Domain 1] **Consideration 2:** What opportunities do I provide in my lesson design for students to explore areas of personal interest? [Domain 1] **Consideration 3:** In what ways does my lesson design encourage student curiosity? [Domain 1] **Consideration 4:** How do I gather feedback from students about their personal interests and talents? [Domain 2] **Consideration 5:** How do I allow for choice in assessment that incorporates individual interests and passion? [Domain 2]	**Consideration 1:** How do I encourage teachers to gather feedback from students about their personal interests and talents? [Domain 1] **Consideration 2:** How do my actions on a daily basis model positive interactions with students and teachers that provide a safe environment to share personal interests and talents? [Domain 1] **Consideration 3:** How do I ensure that all students have equal access to a broad-based, high quality education? [Domain 1] **Consideration 4:** How do I provide opportunities for professional learning, time, and resources for teachers to learn about their students and encourage extension of learning beyond basic content mastery? [Domain 2]
II.f New learning standards should reflect realities of the new digital era, where students are not just consumers of knowledge, but creators of knowledge.	Learning standards related to the new digital era and **fully embrace the impact of digital learning** on existing content-based learning standards. Students are provided instruction in and are fully engaged in the skills needed to learn and succeed in the digital era. Teachers are provided the training needed to provide instruction that ensures students develop digital-era skills and that they maximize the power of digital media in mastering content-based learning standards.	**Consideration 1:** How does my lesson design seamlessly integrate content and digital learning standards? [Domain 1] **Consideration 2:** What opportunities do students have in my lesson design to be creators of knowledge? [Domain 1] **Consideration 3:** How do I develop assessments and use data to determine where students are in developing digital-era skills? [Domain 2]	**Consideration 1:** What professional learning do I provide teachers that equips them to provide instruction that ensures students develop digital-era skills? [Domain 1] **Consideration 2:** How do I highlight and applaud teachers that fully embrace the impact of digital learning in both design and instructional implementation? [Domain 1] **Consideration 3:** I provide resources and training to ensure students can instruct and assess digital-era skills. [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
II. g Content standards should serve as frameworks that assist teachers and students in creating learning experiences that motivate student success.	Content standards have been ***linked, translated and clarified*** into curriculum tools to support teachers and students in creating challenging and motivating learning experiences/tasks. Curricular tools include supports as lesson exemplars, annotated models of student work, samples of rigorous tasks, opportunities for student choice, project/product rubrics, professional development, and professional collaboration related to the successful implementation.	**Consideration 1:** My lesson design fosters the following: ● Mastery of the standard(s) ● Linkages across the curriculum ● Transfer of standard(s) to real world applications ● Learning that intentionally yields the ability to transfer and can generate new learning [Domain 1] **Consideration 2:** What curricular tools are available to provide support to my design process? [Domain 1] **Consideration 3:** I have processes and tools to gather relevant data, understand the collected data, and reflect upon/use the data to refine curricular tools. [Domain 2] **Consideration 4:** How am I monitoring and self-reflecting on my use of data and curricular tools? [Domain 2] **Consideration 5:** I provide and utilize data from pre-assessments to adjust and scaffold instruction to build and address learning gaps from previous grades and/or courses. [Domain 2] **Consideration 6:** How does my lesson design allow for student choice in expressions of knowledge? [Domain 3] **Consideration 7:** Does my learning rubric allow for student choice and creative expression? [Domain 3]	**Consideration 1:** Leaders need processes and tools to gather relevant data, understand the collected data, and reflect upon/use the data to refine curricular tools. [Domain 2] **Consideration 2:** How am I using instructional rounds to expose staff members to exemplar models? [Domain 2] **Consideration 3:** How do campus PLCs support teachers in the design of challenging and motivating learning experiences? [Domain 2]

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II.h Standards should be flexible enough to provide for expansion and extension by local districts and their communities.	State standards have been coalesced into a more manageable number of critical learning aims. The assessment system tests only the most significant standards, providing time for teachers to pursue other curricular aims such as district or school level standards.	**Consideration 1:** I understand the vertical alignment of content, instructional practices, and assessment designs of student expectations. [Domain 2]	
II.i Guidance should be given to teachers' daily work so they can make the content standards clear and compelling to their students for each unit of focus.	Contents standards have been **linked, translated and clarified** into curriculum tools that support teachers and students in creating challenging and motivating learning experiences/tasks. Curricular tools include supports such as lesson exemplars, annotated models of student work, samples of rigorous tasks, opportunities for student choice, project/product rubrics, professional development and professional collaboration related to the successful implementation.	**Consideration 1:** I have processes and tools to gather relevant data, understand the collected data, and reflect upon/use the data to refine curricular tools. [Domain 2] **Consideration 2:** How am I monitoring and self-reflecting on my use of data and curricular tools? [Domain 2]	**Consideration 1:** I need processes and tools to gather relevant data, understand the collected data, and reflect upon/use the data to refine curricular tools. [Domain 2]
II.j Standards should be framed so they do not sacrifice the profound learning desired for easy and low-cost state assessment and accountability measures.	Standards included on state tests include only the most important curricular aims and are framed at a level of breadth that provides for accurate annual assessment without narrowing curriculum or instruction in lieu of profound learning.		
II.k When competent, caring teachers provide properly designed learning experiences in inspiring social environments, all students will engage and can meet or exceed a reasonable variance to the standards.	All students **have access in all content areas** to rigorous curriculum. Meaningful, challenging learning opportunities are evident in all classrooms. Curriculum tools, instructional guidelines, and teacher supports (collaboration, professional development, models/exemplars, etc.) are provided to assist teachers in this work. Teachers provide supports and scaffolds to students to support	**Consideration 1:** How does my lesson design foster a safe environment in which students are willing to take risks and engage in challenging curriculum? [Domain 1] **Consideration 2:** How do I evaluate how well students respond to intended meaningful, challenging learning opportunities? [Domain 2]	**Consideration 1:** How am I measuring meaningful, challenging learning opportunities in all classrooms? [Domain 2] **Consideration 2:** How am I monitoring/evaluating learning? [Domain 2] **Consideration 3:** What data am I collecting to ensure teachers are competent and caring? [Domain 2]

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The new digital environment demands new learning standards for students so that they will have the values and the capabilities to live, learn, and earn in a free society surrounded by a world that is truly global, connected, and increasingly competitive in scope and character

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	access to meaningful and challenging curriculum (collaborative learning, digital media tools, engaging tasks, interventions, etc.). Monitoring/evaluation of learning are aligned to the type of teaching and learning expected.	**Consideration 3:** What data are used to determine what support and scaffolds are necessary? [Domain 2] **Consideration 4:** How does my lesson design allow for student collaboration and problem-solving? [Domain 3] **Consideration 5:** How am I monitoring individual student progress? [Domain 3]	**Consideration 4:** How am I supporting staff members in the design of collaborative learning experiences? [Domain 3] **Consideration 5:** Have I created an environment in which staff members are willing to take risks? [Domain 3]
II.I Standards should result in all students being committed and equipped to be competent lifetime learners, well-prepared for further formal education and to pursue multiple careers.	***All*** students are provided equal access to world-class, 21st century learning including ***challenging content standards, habits of practice/thinking/study, and lifelong learning skills*** related to the expected curriculum and to interest/career-based curriculum. To the extent possible, curriculum is tailored to meet the needs and interests of students. Teachers provide opportunities for students to develop competencies for further learning, career, and life. Instructional supports such as rigorous college-ready standards, relevant curriculum, and authentic student tasks are available to all teachers.	**Consideration 1:** My lesson design fosters the following: ● Mastery of the standard(s) ● Linkages across the curriculum ● Transfer of standard(s) to real world applications ● Learning that intentionally yields the ability to transfer and can generate new learning ● Personalized, passion-driven learning experiences [Domain 1] **Consideration 2:** How am I using data to expose students to varying fields, pathways, and postsecondary options? [Domain 2] **Consideration 3:** How am I challenging each student to grow at an individualized pace? [Domain 3] **Consideration 4:** How am I supporting students in the self-management of learning? [Domain 3]	**Consideration 1:** I expect teachers to collect data about opportunities. [Domain 2] **Consideration 2:** Has our campus created a profile of a future-ready learner? Future-ready educator? [Domain 3] **Consideration 3:** How can our campus make home-school connections in exposing students to varying fields, pathways, and postsecondary options? [Domain 3]

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Article III. Assessment for Learning

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Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district, and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
III.a Assessments must be framed in a system development approach to meet the information needs of all users of assessment results. The system must be balanced and reflect at least three basic levels of assessment: the classroom level, with particular attention to the impact of the assessment on the learner; the program level, which allows evaluation of program effectiveness; and the institutional level, which appropriately informs policymakers.	The assessment system clearly and fully incorporates the following five attributes: (1) assessment of only a modest number of high-import curricular aims; (2) provision of clear descriptions of each assessed curricular aim; (3) inclusion of enough items to measure every student's mastery of each assessed curricular aim; (4) creation and distribution of resources to support teachers' use of the formative-assessment process; and (5) assurance that a state's accountability test and other required tests are instructionally sensitive. The system balances the need for instructional assessment "for" learning with the accountability function of assessment "of" learning. Standardized tests and testing format do not define or narrow more authentic and performance-based classroom assessment.		
III.b Assessments used by teachers are the most critical for improving instruction and student learning, and to be effective must reflect certain characteristics, be interpreted properly in context, and reported clearly. Conducting good assessments is a part of the art and science of good teaching that results from teacher experiences and formal teacher professional development opportunities.	Students are engaged in ***meaningful, authentic assessment*** of their learning as a matter of course. Teachers are supported through professional development related to developing and using learner-centered, authentic formative and summative assessments to inform instruction and meet the needs of all learners. Effective systems and supports have been instituted to facilitate high-quality, on-going assessment of student learning aligned to challenging content standards and 21st century skills. All required assessments (district, state, etc.) are accompanied with timely, effective, and supportive professional development for teachers and data tools for analysis and response.	**Consideration 1:** How have I designed learning experiences that ensure students are able to demonstrate their mastery of content in a variety of ways? [Domain 1] **Consideration 2:** How do I utilize formative assessments to monitor student learning and adjust instruction to assure mastery? [Domain 1] **Consideration 3:** How do I design learning environments or experiences and provide feedback that allow students to set their own learning goals based on the data and what comes next in their learning? [Domain 1]	**Consideration 1:** I utilize formative and summative assessment data to inform instruction. [Domain 2] **Consideration 2:** Teachers engage in professional learning opportunities to develop, analyze, and respond to assessment results. [Domain 2] **Consideration 3:** How am I training teachers in how to develop and use learner-centered, authentic formative and summative assessments to inform instruction? [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
III.e Assessment should not be limited to nor even rely substantially on standardized tests that are primarily multiple-choice paper/pencil or on similar online instruments that can be machine-scored.	Teachers are provided the time needed to collaborate and to develop, analysis, and respond to assessment results. Digital technologies are used effectively to administer assessments, report results, and provide flexible and real-time access to tests, data, and reports as needed by teachers to accommodate learner-centered curriculum/course access and schedules.	**Consideration 4:** How do I empower students to identify what they don't yet understand, how to seek assistance, and how to persist and persevere in the face of adversity? [Domain 1] **Consideration 5:** I engage in professional learning opportunities to develop, analyze, and respond to assessment results. [Domain 2] **Consideration 6:** I access and use interactive, digital reports. [Domain 2]	**Consideration 4:** I ensure teachers have access to data reports in an interactive digital format. [Domain 2]
III.c Assessment should be used primarily for obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.	Students use feedback from assessments to self-monitor and understand their learning progress and to set goals for further learning. Classroom, school, district, state, and other required assessments are used to provide information to students, teachers, and principals to improve learning; results are also used by the district to improve curriculum tools and supports to schools. Digital technologies are used to ensure timely, facile, user-friendly, accessible data. The district provides supports to schools for "scoring" more authentic assessments tasks such as projects, written compositions, presentations, etc. including supports such as collaborative grading time, rubrics, criteria charts, digital scoring tools, etc.	**Consideration 1:** How do I empower students to identify what they don't yet understand, how to seek assistance, and how to persist and persevere in the face of adversity? [Domain 1] **Consideration 2:** How do I use feedback from previous assessments, both formative and summative, to inform my lesson design to meet the needs of my students? [Domain 1] **Consideration 3:** How do I use digital tools to provide timely information to my students about their progress? [Domain 1] **Consideration 4:** What types of assessments are included in my lesson design that allow students multiple ways to show what they know? [Domain 1] **Consideration 5:** How do I help students utilize feedback? [Domain 2]	**Consideration 1:** The district provides data based on supports to schools for "scoring" more authentic assessments tasks such as projects, written compositions, presentations, etc. including supports such as collaborative grading time, rubrics, criteria charts, digital scoring tools, etc. [Domain 2] **Consideration 2:** I use the data collected from authentic assessment performance to identify and personalize the professional learning. [Domain 2] **Consideration 3:** How have I supported teachers in creating performance assessments? [Domain 3] **Consideration 4:** Have I educated parents in the use of varied assessments? [Domain 3] **Consideration 5:** What systems are in place to streamline the process of data gathering/reporting for teachers? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
		Consideration 6: How do my students and I respond to the feedback? [Domain 2] **Consideration 7:** How will I personalize assessment of student learning? [Domain 3] **Consideration 8:** Students have multiple and varied opportunities to demonstrate mastery of learning. [Domain 3] **Consideration 9:** How am I supporting my students in identifying their areas of strength and growth? [Domain 3]	
III.d Assessment should be continuous and comprehensive, using multiple tools, rubrics, and processes, and incorporate teacher judgments about student work and performance as well as the judgment of others, when needed.	In all content areas, classrooms and schools across the district, students are engaged in assessments that are on-going, comprehensive, and often designed as authentic, cognitively demanding tasks. Teachers and students are supported in the design, analysis and use of assessments through such things as exemplar tasks, rubrics, evaluation criteria, training, and tools for student self-management of learning, etc. Students have access to and use digital technologies to archive and document learning and work products (such as in the form of an electronic portfolio) and this archive is used to assist teachers in evaluating learning, planning for instruction, improving curriculum, meeting student individual learning needs, and communicating learning within/across instructional years	**Consideration 1:** My assessment design includes authentic tasks that measure the following: ● Mastery of the standard(s) ● Linkages across the curriculum ● Transfer of standard(s) to real world applications ● Learning that intentionally yields the ability to transfer and can generate new learning ● Personalized, passion-driven learning experiences [Domain 1] **Consideration 2:** I understand various forms of assessments. Data collection is not a singular event; rather, it is an ongoing, organic, and continuous process that could include journaling, student-teacher conferences, portfolios, rubrics, and growth charts. [Domain 2]	**Consideration 1: I** provide structured time for teachers to analyze and engage in conversations about student data. [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
		Consideration 3: How do I know if the authentic assessment is valid in evaluating student learning? [Domain 2]	
III.f Standardized tests should be used primarily to identify hard-to-learn/ difficult-to-teach concepts to differentiate learning experiences and focus attention on the more system curricular issues involving student performance. Assessments that rely exclusively on quantifiable information remove from the teacher and school informed judgment prerogatives that are necessary to be timely and productive and deny the human aspect of the daily interactions teacher have with students and each other.	Standardized tests assess only the most significant, high-import curricular aims and are framed at a level of breadth that provides for accurate annual assessment without narrowing curriculum or instruction in lieu of profound learning. Teachers are informed that while all of the curricular targets embodied in a set of state-approved content standards should be sought instructionally, only the most important curricular targets are reflected in the curricular outcomes measured in each year's annual accountability tests. The overall assessment system includes opportunities for collection and use of student performance data (beyond multiple choice tests) to enhance and inform test-based decisions about student learning.		
III.g Assessment should reflect and encourage virtual learning and incorporate ways of recognizing its value and counting it as credit in meeting graduation requirements.	All students **have multiple opportunities to use virtual learning technologies for learning across content areas**. The district provides virtual learning opportunities for students in all schools and at all levels of performance to access content and curriculum and earn course/promotion credits for virtual/online learning. Student access to virtual/online curriculum extends to courses/content across the curriculum including acceleration. There are opportunities for students to learn in a self-paced curriculum that allows for student choice in content and flexible time in learning and credit earning.	**Consideration 1:** How do I incorporate the use of virtual learning technologies as a means of curriculum delivery and assessment of learning, including monitoring student progress? [Domain 1] **Consideration 2:** I monitor student performance data and engage in interventions when students are not successful in virtual learning opportunities. [Domain 2] **Consideration 3:** How am I using data from digital platforms to personalize learning? [Domain 3]	**Consideration 1:** I ensure that virtual learning opportunities provide regular feedback to students about successes and failures throughout the course. [Domain 2] **Consideration 2:** What systems are in place for students to demonstrate mastery through the use of digital platforms? [Domain 3] **Consideration 3:** What procedures are in place to allow students to gain credit through virtual courses? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
III.h Reports about student performances, generated as a result of assessment, should inform students, parents, school, and the greater community about how well students are doing.	Reports about student performance include not only quantitative performance results, but also clear and accessible information about a student's current learning levels, improvement trends, and areas for growth. Reports include recommendations/plans for next steps in student learning.		
III.i Sampling techniques involving all students groups should be employed periodically to evaluate programs and overall student progress. On occasion, community members or other teachers who have particular expertise may observe student performances and participate in protocols gauging the quality of student work products or examination.	The assessment system uses statistically sound sampling techniques as one method for determining student performance and program effectiveness. Sampling techniques are employed at various levels of the organization (school level, district level, state level) in order to mediate the over-reliance on "all students" testing and reduce the number of instructional days lost to large scale, standardized test administration. Student performances and demonstrations of learning are also used as a part of the assessment system.		
III.j The voice of students should be respected, and their feedback should be solicited regarding their learning and their response to the tasks they are assigned.	Students are ***regularly and intentionally engaged*** in the planning, enactment, evaluation and improvement of their learning opportunities. The district has established guidelines and clear expectations for principals and teachers to meaningfully engage students in learning processes. District supports such as goal-setting, self-monitoring tools, and instructional feedback forms, are developed and used.	**Consideration 1:** How do I gather feedback from my students about the design, delivery, and effectiveness of the learning experiences? [Domain 1] **Consideration 2:** How do I design instruction based on student voice and choice? [Domain 2] **Consideration 3:** How will students take ownership of their learning? [Domain 3] **Consideration 4:** How will students contribute to the design of learning experiences? [Domain 3] **Consideration 5:** How will I gather student feedback? [Domain 3]	**Consideration 1:** How and when am I providing opportunities for teachers to design instruction based on student voice and choice? [Domain 2] **Consideration 2:** How am I utilizing student advisory committees to gather feedback regarding learning processes? [Domain 2] **Consideration 3:** How is this information shared with staff members and synthesized in decision making? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
III.k The voice of teachers should be respected, particularly what they have to say about student performance, curriculum development, and program evaluations.	Teachers are *regularly and intentionally engaged* in the planning, enactment, evaluation and improvement of curriculum and instructional programs. There are clear expectations for principals and teachers to meaningfully engage in decision-making. Supports and processes such as online feedback, collaborative planning/input, and stakeholder engagement groups are evident in all content areas, grade levels, and programs.	**Consideration 1:** I am engaged in ongoing conversations and collaboration with other teachers regarding student performance and data. [Domain 2]	**Consideration 1:** How and when are leaders providing opportunities for teachers to engage in ongoing conversations and collaboration with other teachers regarding student performance and data? [Domain 2]
III.l The voice of parents should be respected, and they should be involved in feedback processes regarding the response of their children to tasks assigned as well as parental desire to do work at home that extends the learning.	Parents are *regularly and intentionally engaged* in the planning, evaluation and improvement of their children's learning opportunities. The district has established guidelines and clear expectations for principals and teachers to meaningfully engage parents in learning processes. District supports such as communication tools, online feedback forms, school "release" time for parent meetings/ conferences, parent training academies, etc.		
III.m Assessments for learning, when they are varied and comprehensive, can also furnish important information in context as one factor among many in personnel appraisal systems, in ascertaining the performance levels of campuses and departments, and in measuring the impact of accountability systems on inspiring continuous improvement.	Student *assessment results are used in concert with other measures as one factor in personnel appraisal systems*. Results from challenging, authentic assessments for learning that extend beyond the state testing system's minimal passing standard are used as part of the district's staff appraisal systems. Teacher, principal, and/or support staff appraisals contain accountability for student learning that is measured by such things as meeting/exceeding passing standards, improvement over time, challenging learning tasks resulting in student work products, etc.		

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Article IV. Accountability for Learning

Statement of Principle

Comprehensive accountability systems are essential to achieving minimal personal and organizational performance only. They are necessary for weeding out the incompetent and reconstituting unproductive schools, but such systems serve to create compliance and mediocrity at best. Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Creating organizations that foster commitment requires superior moral leadership and a responsible use of authority.

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
IV.a Accountability systems should be carefully designed on a theoretical base that honors what teachers and students actually do, that empowers and builds integrity, trust, and commitment to the values that define the school.	Both internal (district) and external (state and federal) accountability systems are designed primarily in consideration of the learning needs of students and instructional supports for teachers. The accountability system is well understood by all stakeholders and it is seen as an integral part of the teaching and learning processes in the school and district.		
IV.b Assessment results and other examples of work products and performances of students should be used as the primary information source for understanding where students are and what they need. These can also be used for reporting to parents and the public.	Student work products and performance-based assessments reflecting mastery of rigorous content and incorporating 21st century skills are evident in all classrooms across the district. These assessments, along with other student measures, are *used as a primary information source* for instructional decisions, for student goal-setting and self-management of learning, and for school and district leadership decisions. Assessment results are used to communicate student, campus, and district performance to parents and the public. The district has successfully developed and implemented the necessary systems and supports for using student work products and performances as key learning indicators.	**Consideration 1:** How are my assessments designed to intentionally gather evidence of understanding that direct my next steps of instruction? [Domain 1] **Consideration 2:** How are timely data from multiple and varied measures of student learning used as primary sources for instructional decisions, student goal setting, and self-management of learning? [Domain 2] **Consideration 3:** How is student performance data made available to students to set personal performance goals? [Domain 2] **Consideration 4:** How do I ensure students have opportunities to have conversations about the data with each other, their parents, and me? Based on student conversations, how do students decide how to engage in deeper learning or overcome learning gaps? [Domain 2]	**Consideration 1:** Ensure all staff is knowledgeable about administering and accessing data for performance-based work products. [Domain 2] **Consideration 2:** Recruit and retain staff who have the skillset necessary to ensure students can demonstrate learning through multiple and varied assessments. [Domain 2] **Consideration 3:** Ensure teachers have time and support to analyze data from student work products and performance-based assessments. [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
		Consideration 5: How do I give students the opportunity to analyze data to determine appropriate next steps, work products, and outcomes? [Domain 2] **Consideration 6:** How do I adjust instructional decisions to personalize and/or differentiate instruction based on collective and individual student performance from the multiple and varied assessments? [Domain 2] **Consideration 7:** How am I utilizing student learning portfolios to monitor progress and growth? [Domain 3]	
IV.c Accountability systems that draw on assessment information external to the class, school, or district are important for internal confidence in large systems and external confidence in all districts. Descriptions of the contexts in which assessments are given should be a part of reports. All parties should have some say in what measures are used and the weights assigned to different measures.	External (state and federal) accountability systems are designed primarily in consideration of the learning needs of students and instructional supports for teachers. The accountability system is well understood by all stakeholders and it is seen as an integral part of the teaching and learning processes in the school and district. Accountability reports are clear and accessible to parents and the community and communicate the context of the state assessment system and its role as part of an overall assessment plan in the district that extends beyond state minimal accountability.		
IV.d Districts should be allowed to design their own internal systems of assessment for learning and accountability, as long as they meet certain specified state standards.	The district's internal assessment/ accountability system has been developed based upon mastery of profound learning standards and using sound methods for assessment, testing, statistical data analysis, and in consideration of instructional best practices.		

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IV.e Those for whom the accountability mechanisms are to apply must have confidence and trust that they are fair and unbiased.	Accountability mechanisms are understood by all stakeholders, are based upon sound assessment and accountability theory, are defensible to students, teachers, and principals, and focused on improvement and mastery rather than blame or labeling.		
IV.f Sampling techniques (the full range of examinations, evaluation of student work products, and performance as well as teacher tests and standardized tests) should be used in lieu of testing every child every year.	The assessment system uses statistically sound sampling techniques along with student work products and performances as methods for determining student learning as part of an overall assessment plan.		
IV.g Processes should be clearly defined so they can be controlled, measured, and improved.	Assessment processes are viable, fair, clearly understood, and coherent from year to year to ensure clarity and stability.		
IV.h End results are not the only results that matter, for some results are set as goals that, if achieved first, would enhance the end result.	Students *regularly set, monitor, and use learning goals* to assist them in self-managing their learning processes. Teachers in all classrooms provide the instruction, time, and support to students for engaging in setting and using meaningful learning goals. Principals and district administrators provide teachers with the expectation, tools, and training needed to assist students in setting, monitoring, and meeting or exceeding meaningful, challenging learning goals.	**Consideration 1:** How do I support my students in the self-management of their own learning? [Domain 1] **Consideration 2:** How do I design learning environments or experiences and provide feedback that allow students to set their own learning goals based on the data and what comes next in their learning? [Domain 1] **Consideration 3:** Students are provided structures and opportunities for analyzing data. They regularly set, monitor, and use learning goals based on the data. [Domain 2]	**Consideration 1:** Consistent structures for students to regularly set, monitor, and use learning goals in all courses on a campus. Structures should include: regularly setting learning goals; monitoring learning goals; and using learning goals. [Domain 2] **Consideration 2:** Staff needs ongoing training to assist students in setting, monitoring, and meeting or exceeding meaningful, challenging learning goals. [Domain 2] **Consideration 3:** Leaders need training to assist teachers in setting, monitoring, and meeting or exceeding meaningful, challenging learning goals as part of campus culture and expectations. [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
		Consideration 4: How do I ensure students have structured opportunities to consistently assess/monitor/review their progress? [Domain 2] **Consideration 5:** What systems are in place for students to track and record progress toward learning goals? [Domain 3] **Consideration 6:** How is student success/mastery recognized? [Domain 3]	**Consideration 4:** How am I supporting my staff in setting personal learning goals? [Domain 3] **Consideration 5:** Do I have systems in place for staff to track and record their progress toward learning goals? [Domain 3] **Consideration 6:** How is staff success/mastery recognized? [Domain 3]
IV.i An effective accountability system has multiple measures in place that provide for continuing employment, promotion, development, probation or termination of staff; and respects the perspective that most people want to do a good job and want others to do a good job as well.	Both internal (district) and external (state and federal) accountability systems are designed primarily in consideration of the learning needs of students. Assessment results are also used as one part of an overall system of evaluation, promotion, development, probation and termination of staff, with a primary focus on personnel improvement and support.		
IV.j Standardized tests (including criterion-referenced tests) cannot measure profound learning with precision.	Student learning and campus/district performance *are systemically evaluated based upon a variety of measures of challenging/profound learning* such as challenging projects/tasks, student created learning products, and attainment of college-ready learning (college credit hours, advanced courses, etc.). The district systematically assists teachers in this work through professional development on authentic/challenging assessment for learning and through the development of curricular tools and guidance.	**Consideration 1:** How does my lesson design include responsive supports and scaffolds so that all students can experience profound learning? [Domain 1] **Consideration 2:** How do I respond to data from challenging and profound learning experiences? [Domain 2] **Consideration 3:** Adjustments in teaching and learning should be based on evidence from challenging and profound learning experiences. [Domain 2]	**Consideration 1:** Consistent district and campus structures must be in place to evaluate data to ensure students have challenging/profound learning experiences. [Domain 1] **Consideration 2:** I provide teachers opportunities to calibrate student work and data from challenging/profound learning experiences. [Domain 1] **Consideration 3:** I utilize data from assessments beyond just more standardized

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			tests to make systemic decisions and adjustments. [Domain 2] **Consideration 4:** I recruit and retain staff who have the capacity and ability to value multiple and varied assessments beyond standardized tests. [Domain 2]
IV.k Much for which schools need to be accountable will require subjective measures, and the decision about what and how to measure is admittedly one of the most subjective.			
IV.l Accountability systems are guided by the fact that to attach any matter highly valued by students, teachers, school leaders, or schools/districts to any single measure such as a standardized test, corrupts the test and the integrity of what it measures as well as the accountability it was intended to provide.			
IV.m Labels for schools and particularly those that use the lowest performing unit as the basis for a punitive label should be avoided. There is a distinction between identifying performance gaps and labeling. Identification of performance gaps enables schools to move forward in designing different instructional strategies or approaches to help students achieve the learning desired.			

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IV.n Complete transparency is a requisite for how all data is collected, analyzed, and reported, including the subjective, sometimes political manner in which state proficiency standards are set on state tests, if such tests are to be used.			
IV.o A multi-year cycle for periodic district and campus performance reviews should be established, using highly trained visiting teams to analyze a predetermined set of student performance information.			
IV.p As single measurements, standardized norm-referenced tests, criterion-referenced state tests, aptitude tests, end-of-course exams, other oral and written examinations, student performance/projects/ portfolios, regular teacher assessments, and grades each give a piece of the picture; and used in combination, can provide a more holistic view. However, if a high-stakes standardized test is given a preponderance of weight, it will become the assessment that really counts, others notwithstanding.	Student learning is ***systematically measured and reported in a variety of ways***, including traditional state/district required tests, along with other oral and written examinations, student performance/projects/ portfolios, regular teacher assessments, etc. Teachers ensure that learning progress and instructional decisions are not based upon any single measure. The district has instituted policies, practices, and supports that require, guide, and support a more holistic view and evaluation of student learning. All practices and decisions related to measuring and evaluating student learning and its impact on school and district performance are based upon this broader perspective of student learning. The district (Board, Administration, Campus Staff) understands and communicates this broader view of student learning and the rationale for it.	**Consideration 1:** How do my students and I respond to a collective variety of data? [Domain 2] **Consideration 2:** Students have opportunities to master content in a variety of assessment structures and formats (timed, multiple choice, open-ended, written, oral, formal/informal, standardized norm-referenced tests, criterion-referenced state tests, aptitude tests, end-of-course exams, other oral and written examinations, student performance/projects/ portfolios, regular teacher assessments, and grades). [Domain 2] **Consideration 3:** I have a balanced view of how to adjust instruction and lesson design based on assessment results. [Domain 2] **Consideration 4:** I know the learning standards and the varied ways in which they can be assessed. [Domain 2]	**Consideration 1:** I hold teachers accountable for using multiple measures. [Domain 2] **Consideration 2:** I provide support and structures for teachers to be able to provide data from multiple and varied types of assessments. [Domain 2] **Consideration 3:** I analyze and make decisions based on triangulated data from multiple and varied types of assessments. [Domain 2]

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Article IV. Accountability for Learning

Statement of Principle

Comprehensive accountability systems are essential to achieving minimal personal and organizational performance only. They are necessary for weeding out the incompetent and reconstituting unproductive schools, but such systems serve to create compliance and mediocrity at best. Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Creating organizations that foster commitment requires superior moral leadership and a responsible use of authority.

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
IV.q Standardized tests to which high stakes are attached can become substitutes for the learning standards themselves and result in "teaching to the test" rather than teaching for attainment of the standard.	Students are engaged in mastery of challenging content standards that incorporate, but are **not limited to the state standardized "tested" standards, in content, context, or level of cognitive demand.** Teachers ensure equal access to rigorous content through the design and enactment of challenging standards-based tasks, scaffolding techniques support high levels of engagement for a variety of learners, and provide appropriate cognitively demanding, supportive interventions for students who need more time and/or a different approach to the learning task. The district provides quality curriculum and instructional tools and supports to teachers to ensure that "teaching to the test" and the tested standards are not the de-facto curriculum in any classroom.	**Consideration 1:** How do I ensure my lesson design includes responsive supports and scaffolds so that all students can access the learning? [Domain 1] **Consideration 2:** How have I integrated TEKS, CCRS, and 21st century skills into my lesson design? [Domain 3] **Consideration 3:** How am I identifying relevant learning beyond the TEKS? [Domain 3]	**Consideration 1:** What systems are in place to identify relevant learning beyond the TEKS? [Domain 3] **Consideration 2:** How do I support teachers in the development of engaging, relevant learning experiences? [Domain 3]
IV.r Consequences (sanctions) should be associated with a performance assessment only if the assessment uses a combination of measures including sample examinations and other student performances to ascertain the degree to which the learning level is outside the variance allowed.			
IV.s Alternative assessments in combinations as indicated in other premises in this section should be considered.			

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Article V. Organizational Transformation

Statement of Principle

The digital revolution and its accompanying social transformations and expectations dictate a transformation of schools from their current bureaucratic form and structure that reflects the nineteenth and early twentieth century factory after which they were modeled, to schools that function as learning organizations. We believe that a learning organization can create the conditions and capacities most conducive for leaders, teachers, and students to perform at high levels and meet the expectations of new learning standards.

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
V.a Excellence emanates from a shared commitment to values and standards, high levels of engagement, and strong leadership at levels functioning within an accountability system that inspires.	District internal accountability systems and structures are based upon the power of shared co-accountability for excellence and while they result in high levels of performance on state/federal accountability systems, these systems are not the key driver of the instructional work in schools and classrooms. District leaders have engaged district staff, parents, and community members in the articulation of the district's purpose and values and have translated these into a culture of excellence that inspires students, staff, and community to commit to and engage in the work of making this vision a reality for all students. Across all levels of the district and across all schools and classrooms, the adults in the system understand and have committed to the district's purpose, values, and standards toward this common goal for all students. Students **understand and are engaged in a learning path toward successful postsecondary experiences and future meaningful life opportunities**.	**Consideration 1:** How am I supporting the district purpose, values, and desire to develop future-ready students in my classroom? [Domain 3]	**Consideration 1:** How does the campus assist teachers in highlighting a wide variety of post-secondary opportunities? [Domain 3]
V.b The teacher's most important role is to be a designer of engaging experiences for students, supporting students in their work by incorporating more traditional roles as planner, presenter, instructor, and performer.	Engaging and meaningful instruction within a **redefined instructional role is evident in all classrooms**. Teachers are engaged in facilitating meaningful learning based on rigorous content. Students are engaged as self-managers of their learning. Practices such as teacher training, monitoring, and evaluation tools are explicitly aligned to the expected instructional practices.	**Consideration 1:** In what ways does my lesson design support and encourage students to be self-managers of their learning? [Domain 1] **Consideration 2:** In what ways does my lesson design explicitly invite, encourage and support students as facilitators of their own learning? [Domain 1]	**Consideration 1:** How do I utilize classroom walkthrough to determine evidence of a redefined instructional role and make adjustments as necessary? [Domain 2] **Consideration 2:** What systems are in place to support teachers as facilitators of learning? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
	Students are active participants in their learning processes and as creators/presenters/ facilitators of their own learning.	**Consideration 3:** How are students creators, presenters, and facilitators of their own learning? [Domain 2; Domain 3] **Consideration 4:** How am I supporting students in taking ownership and advocacy of their learning? [Domain 2; Domain 3]	
V.c The overall quality of the present teaching force is excellent, and most teachers are capable and willing to take on their new designer role if their sense of moral purpose for entering teaching is honored, and if they are provided relevant development opportunities and a climate and conditions that support them.	*Teachers* are respected as key decision makers in their professional growth ***and are meaningfully engaged in determining a learning pathway that is most likely to result in improved instructional skills and capacities*** for their role as instructional designer and learning facilitator. Teacher professional development opportunities reflect the same type of instruction and learning expected in the classrooms (flexible in time/access, high learner engagement, choice and autonomy when possible, and that leverage the power of digital media and online learning).	**Consideration 1:** How am I allowing students to exercise choice and autonomy in their learning? [Domain 3] **Consideration 2:** How am I supporting students in determining their learning pathways? [Domain 3] **Consideration 3:** How do I respond to the voice of my students when designing learning experiences? [Domain 3]	**Consideration 1:** How am I identifying the passions and talents of my staff members and encouraging them to utilize these in their classroom? [Domain 3] **Consideration 2:** How am I modeling engaging, relevant learning in staff development? [Domain 3] **Consideration 3:** How do I respond to the voice of my staff in planning learning opportunities? [Domain 3]
V.d The attempt to incentivize teachers with material rewards for improving test scores is an insult to teachers and infers that improvements in learning can be measured with precision. Such pay schemes should not be mandated by the state but left to the discretion of local districts.			

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
V.e The costly loss of so many teachers from the profession in the first three to five years of employment is likely more a function of the social systems and conditions that dominate most schools than a lack of material rewards.	***Concerted, systemic supports for novice and beginning teachers are a core value*** of the district's theory of action for teaching and learning. The district uses on-going teacher feedback and student performance to create a professional development curriculum and set of campus-based and district wide supports to teachers that are focused on instructional excellence, collaborative teacher-to-teacher supports, and on-going mentoring. Supportive and fulfilling school cultures are evidenced by a sense of collaboration, respect, and high expectations for excellence. Novice and beginning year teachers are provided the additional focused supports, time, and tools needed to be a successful early years teacher. From school to school across the district, teachers communicate a sense of personal efficacy and commitment to the profession.	**Consideration 1:** How do I ensure a risk-free learning environment for my students? [Domain 3] **Consideration 2:** What is the evidence of a culture of respect in my classroom? [Domain 3]	**Consideration 1:** How do I ensure a risk-free culture for my staff? [Domain 3] **Consideration 2:** How do I encourage staff members to use creativity when problem-solving? [Domain 3] **Consideration 3:** What systems are in place to support a collaborative, respectful culture with high expectations for all? [Domain 3]
V.f Districts will have increasing difficulty in attracting experienced teachers to teach in poverty-stricken schools, and the overall teacher retention rate will decline even further if federal and state bureaucratic controls continue excessive focus on high stakes standardized tests.			
V.g Leadership development at all levels (teachers, included) must become a primary means of building needed capacities to function in required new roles.	Leadership development is a ***purposeful, on-going, and explicit practice at throughout the district at all levels***. Professional development plans and practices are clearly focused primarily on instructional leadership for realizing the New Vision for ***teachers, principals, and administrative staff***.		

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
	The new role of instructional leadership has been clearly defined and drives the planning for and content of leadership development. The district has instituted leadership collaboration and mentoring practices that result in co-accountability for leading and learning throughout the system. Structures such as teacher leadership teams, master teacher/coach leaders, principal leadership groups, choice-based learning opportunities, etc.		
V.h Students are in charge of determining where their attention, effort, and commitment go, and their access to information gives them even more power; hence, they must be treated accordingly.	***Students act responsibly and effectively as co-managers of their learning*** processes and outcomes. Teachers provide students with the knowledge, skills and habits of practice needed to understand the curriculum requirements/ options, the various ways in which the content may be accessed, the expectations for mastery, and the methods by which content mastery can be demonstrated. Principals and teachers ensure that the instructional and technical systems and processes in the classroom and school support students in successfully acting as co-managers of their learning processes and outcomes. Learning is characterized by high levels of student engagement in learner-focused instructional settings not limited to the classroom.		
V.i The variation in student learning is as much a function of student effort as it is of ability, meaning that we must incorporate into the tasks we design and assign to students those qualities that will increase engagement.	Across the district, ***students are engaged in meaningful learning tasks based on rigorous content, and they act as self- or co-managers of their own learning*** toward mastery of the content standards. Teachers provide purposeful instruction	**Consideration 1:** In what ways does my lesson design explicitly invite, encourage and support students as facilitators of their own learning? [Domain 1]	**Consideration 1:** How do I utilize classroom walkthrough to determine evidence of a redefined instructional role and make adjustments as necessary? [Domain 2]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
V.j Profound learning (owning the knowledge) as opposed to superficial learning (short-term memory) comes more from engagement and commitment than from various forms of compliance, coercion, sanctions, or rewards.	for students in their role as active participants in their learning processes and as creators/presenters/facilitators of their own learning. Teachers assist students in developing the social and personal skills needed to engage successfully with each other and with the learning tasks. District curriculum guidance is explicitly aligned to the expected learning standards and engagement practices expected of students. Principals support teachers in the enactment of effort-based instructional practices.	**Consideration 2:** How do I support students in becoming self-managers of their learning? [Domain 2] **Consideration 3:** How do I support students in becoming advocates of their own learning? [Domain 2] **Consideration 4:** How will students demonstrate their learning and progress toward mastery? [Domain 3] **Consideration 5:** How will students be provided the opportunity to create, present, and facilitate their own learning? [Domain 3] **Consideration 6:** How do I connect student effort and outcomes to enhance the learning experience? [Domain 3]	**Consideration 2:** What supports are in place to ensure teachers allow for choice and autonomy in the demonstration of student learning? [Domain 3] **Consideration 3:** How do I support teachers in recognizing and understanding the connection between student effort and outcomes? [Domain 3]
V.k The use of too tightly monitored curriculum and a scripted approach to teaching to ensure coverage of the material for the test instead of broad understanding of connected content is a detriment to profound learning.	Students are engaged in a ***curriculum that is driven by challenging standards that is designed for multiple entry points around a variety of instructional venues***. Students have choices for engaging with meaningful content including classroom-based instruction, technology-driven instruction, virtual/self-paced instruction, etc. Teachers provide flexible and differentiated learning opportunities for students as needed based upon student choice, learning preference, and/or identified student needs toward mastery of rigorous content standards.	**Consideration 1:** How will I provide my students choice in how they learn the standards? [Domain 1] **Consideration 2:** What types of opportunities have I included in my lesson design that provide students with multiple entry points into the content? [Domain 1] **Consideration 3:** How do I balance teacher-led entry points to instruction and student facilitation of their own learning? [Domain 3] **Consideration 4:** How am I supporting student learning through flexible spaces, places, and resources? [Domain 3]	**Consideration 1:** How am I supporting staff in the development of relevant, engaging lessons? [Domain 3] **Consideration 2:** Have I provided access to rich digital content that connects students/staff to a global community? [Domain 3] **Consideration 3:** What supports are in place for teachers as they seek to differentiate learning? [Domain 3]

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
V.l The district is responsible for creating the conditions in which student commitment and engagement become central and for attracting principals and teachers who can learn to use appropriate frameworks, protocols, processes, assessments, and resources in different ways in a collaborative setting.	Students across the district are **committed to learning at high levels and are engaged with each other, with teachers, and with technologies in meaningful learning** experiences toward mastery of challenging content using 21st century skills. **Teachers provide learning tasks and establish the conditions for learning to maximize student effort and engagement**. The district provides high quality frameworks, protocols, processes, assessments, and resources to ensure that teachers have the tools, supports, and skills needed to maximize their instructional efforts. **Leadership initiatives and practices are aimed toward creating these conditions in all classrooms at all school**s. Teacher and principal recruitment and hiring efforts are directly aligned to finding, hiring, placing, and supporting teachers and principals who are most likely to work effectively in collaborative settings toward the achievement of the new vision for teaching and learning. These staffing functions and are carried out at the school level with high levels of engagement by school leaders and teachers.		
V.m Operating and social systems exist in all organizations including schools. Transforming these systems is the only way to transform schools into the type of organization needed.	Across all district systems throughout the organization, all processes, products, and services are directly aligned to and supportive of the new vision for teaching and learning. The policies, practices, and functions of the district's operational and social systems such as policy development, Board leadership, personnel/hiring systems,		

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
	budgeting, training effectively support the core work of teaching and learning as described in the new vision. ***The district has proactively examined all policies and practices to remove barriers to quality services and supports to schools*** as they work toward realizing the new vision. Principals and teachers provide feedback for ongoing improvement related to effective school services across the organization's operating and social systems. All district departments are co-accountable for compliance, service, and supports aligned to the district's vision with clear quality indicators and delineation of expectations and responsibilities.		

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Article VI. A More Invigorated State and Local Partnership

Statement of Principle

A more balanced, reinvigorated state/local partnership can generate the public involvement and community support needed to meet the demands of new learning standards essential to the success of the 21st century learner. The present state-dominated partnership is inherently incapable of creating the type of schools that can provide the learning experiences most needed by students in our schools today. New levels of trust and reciprocal arrangements, including a return of significant authority and responsibility to local communities, are the only hope.

Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
VI.a The state's interest in great schools and communities can best be assured by a partnership that may specify the basic standards for graduation and general accountability measures but does not detail how standards are to be achieved nor the assessments needed to inform and guide instruction.			
VI.b The dramatic increase in number of students, diversity, and poverty levels demand that the state/local partnership be shaped to respond to these needs with innovations not bound by bureaucratic rules of the present.			
VI.c Schools reflect the problems of the society from which their students come; therefore, it is essential that community/school partnerships be developed and supported that coordinate social services to students and families.			

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
VI.d Educating our youth is a state responsibility but a local function. Attempts to run the schools from Austin and Washington will result in a further decline in the local sense of ownership and responsibility at the very time when local involvement is most needed.			
VI.e The public education finance mechanisms must be adequate, equitable, and provide for local meaningful discretion and flexibility in the allocation of resources to support goals and priorities. Digital learning opportunities will require innovative revenue generation and accounting possibilities not yet invented.			
VI.f A stronger sense of community ownership would prevail if conversations by school board members and other community leaders focused on substantive issues over which they had control rather than on state and federal compliance matters.			

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Vision Premise	Implementation Matrix Level 4	Instructional Practice Considerations	Leadership Practice Considerations
VI.g Regional education service centers are a vital resource and developing their capacities to provide technical assistance in collaborative ways can accelerate the transformation journey of schools and school districts, particularly in development of assessment tools for learning and training for school personnel.			

Notes

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