

<p>Levels 1-4 represent the work we do that most directly promotes student learning. Therefore, the abilities represented in these factors are the focus of our school improvement efforts.</p>	<p>Level 4 Expanded instruction and support</p>	<p style="text-align: center;">5-3 Tier II/III Student Support Process</p> <ul style="list-style-type: none"> ❖ Ability to develop strategies including appropriate referral, access, and utilization of Tier II/III interventions and supports. ❖ Ability to provide sufficient support when students consistently do not demonstrate mastery in one or more subject areas or when they consistently do not meet behavioral expectations. ❖ Ability to recognize when a student is at-risk; to understand their need for supportive services. 			
	<p>Level 3 Instructional / Student Learning Process</p>	<p style="text-align: center;">3-1 Ongoing Assessment</p> <ul style="list-style-type: none"> ❖ Ability for students to track their progress and practice effective study habits, test-preparation and test-taking skills. ❖ Ability to use assessments in a timely manner such that sufficient tier I interventions and extensions can occur; assessments and checks for understanding are purposed to improve student learning by informing the ongoing instructional process. ❖ Ability to design and to implement an effective assessment plan; to have an effective ongoing assessment cycle within each instructional unit and across each term. 	<p style="text-align: center;">2-2 Instructional Capacity & Effectiveness</p> <ul style="list-style-type: none"> ❖ Ability to provide effective instruction. ❖ Ability to identify and to vary the use of teaching strategies most suited to our students and to each instructional unit. ❖ Ability to differentiate the application of equitable practices. ❖ Ability to differentiate instruction through sufficient depth & breadth. ❖ Ability to provide instruction that challenges, motivates, and interests our students. ❖ Ability to design and to scaffold lessons; to implement the learning progression. 	<p style="text-align: center;">5-1 Tier I Interventions & Extensions</p> <ul style="list-style-type: none"> ❖ Ability to stay on track; to provide <u>effective</u> interventions and extensions such that students are learning at or above grade/content level expectations. ❖ Ability to provide personalized instruction; the learning of each student is prioritized at some time during each instructional unit. ❖ Ability to additionally differentiate instruction and structure the learning environment toward the diverse learning styles, learning histories, and social-emotional needs of our students. 	
	<p>Level 2 Learning Environment</p>	<p style="text-align: center;">5-2 Student Engagement</p> <ul style="list-style-type: none"> ❖ Ability to promote parent communication and involvement. ❖ Ability to reach reluctant learners. ❖ Ability to connect with each student and for students to connect with each other; to build meaningful relationships with and between our students that better support and facilitate their learning and social-emotional needs. ❖ Ability to ensure smooth transitions. ❖ Ability to provide effective classroom management. ❖ Ability to establish and to support classroom and school-wide behavior expectations. 		<p style="text-align: center;">4-1 Student Equity</p> <ul style="list-style-type: none"> ❖ Ability to ensure that all students experience an equitable learning environment every day. ❖ Ability to integrate effective strategies for ELLs that are both responsive to and furthering of their developing language abilities. ❖ Ability to assist our students in developing soft skills such as: communication, problem solving, teamwork, organization and time management, self-help, and initiative. ❖ Ability to design and to provide an environment of instructional, classroom, and school-wide practices that benefit the personal, cultural, and social diversity of our students. ❖ Ability to create an inclusive learning environment. 	
	<p>Level 1 Instructional Planning and Preparation</p>	<p style="text-align: center;">1-1 Student Proficiency</p> <ul style="list-style-type: none"> ❖ Ability to create/utilize proficiency scales; to identify and articulate levels of student mastery for each prioritized standard. ❖ Ability to identify student learning goals and learning targets. ❖ Ability to deepen our understanding of what students should know and be able to do through an active and ongoing process of analyzing and deconstructing grade-level and course-specific standards; to unwrap the standards. ❖ Ability to determine which standards will be the focus of our instruction; to prioritize the standards. ❖ Ability to review and familiarize ourselves with the Utah Core Standards. 	<p style="text-align: center;">3-2 Instructional Alignment</p> <ul style="list-style-type: none"> ❖ Ability to connect grade-level and course-specific standards with district supported curricular and instructional material; to understand how the curricular materials support instruction and student learning of the Utah Core Standards. ❖ Ability to design instructional units; to develop a sequential plan of instruction that integrates skills, concepts, and activities; to develop an instructional framework from which to teach content in a meaningful and organized fashion. ❖ Ability to articulate the learning progression. 	<p style="text-align: center;">2-1 Performance Alignment</p> <ul style="list-style-type: none"> ❖ Ability for grading to be responsive to student needs, being both reflective of their learning and their mastery of the Utah Core Standards. ❖ Ability to design assessments and scoring rubrics that reliably measure student mastery. ❖ Ability to delineate the ways in which students can demonstrate their mastery of the knowledge and skills that characterize the prioritized standards embedded within each instructional unit. 	
<p>Levels A-D represent the things we do to support the work being done in levels 1-4 and in this way they contribute to our school improvement efforts.</p>	<p>Level D PLCs</p>	<p style="text-align: center;">4-3 Collaborative Teaming Practices</p> <ul style="list-style-type: none"> ❖ Ability for teams to function as effective problem solvers and middle managers for innovative, improved, and more effective instructional and classroom practice specific to the immediate and long term learning of each student. ❖ Ability to collaboratively review student-performance data, discuss which teaching methods are working for some students and which are not, plan appropriate support strategies for students, and develop lessons and projects. ❖ Ability to mentor and coach inexperienced and/or less effective teachers. ❖ Ability to participate in a shared understanding of and responsibility toward student learning. 			
	<p>Level C Teacher Readiness</p>	<p style="text-align: center;">4-2 Foundational Skills</p> <p>Ability to ensure the provision of professional development, coaching, and supportive services such that...</p> <ul style="list-style-type: none"> ❖ Provisional teachers are able to both implement and further their skill of essential and equitable instructional, classroom management, and student engagement practices. ❖ Teachers have the technical skills and knowledge necessary to access and utilize the district supported tools and assessments relevant to their area(s) of instruction and responsibility. ❖ Teachers have the opportunity to refresh, revitalize, and retrain all essential practices. 			
	<p>Level B Leadership</p>	<p style="text-align: center;">4-4 Teaming Organization & Structure</p> <ul style="list-style-type: none"> ❖ Ability to identify, staff, organize, purpose, enable, and empower meaningful collaborative teams, committees, and workgroups. ❖ Ability to balance the time required for teacher development, collaboration, planning and preparation. ❖ Ability to assign/distribute staff responsibilities and authority. 	<p style="text-align: center;">5-4 Student Support Services</p> <ul style="list-style-type: none"> ❖ Ability to construct and maintain an effective tiered system of supports necessary for the diverse needs of our students and staff. ❖ Ability to identify, develop, and manage the school resources necessary for student learning. ❖ Ability to set school-wide behavior and academic expectations. ❖ Ability to bureaucratize essential practices; to establish school policy and procedure. 		
		<p style="text-align: center;">5-5 School Culture and Climate</p> <ul style="list-style-type: none"> ❖ Ability to shape an inclusive school-wide vision: to prioritize and focus staffs work toward school improvement. ❖ Ability to cultivate leadership and initiative in staff. ❖ Ability to set instructional and professional expectations for all the abilities represented in this hierarchy and to connect those expectations with meaningful and timely feedback and support that promotes improved and innovative practice; to be an effective instructional leader. ❖ Ability to utilize data and information to inform decisions. ❖ Ability to cultivate a healthy school climate; sustain a belief embodied in practice and attitude that all students have the ability to learn. 			
<p>Level A District Guidance</p>	<p style="text-align: center;">3-3 District Supported Continuous School Improvement Framework</p> <ul style="list-style-type: none"> ❖ Ability to identify and install district supported evidence-based practices that support our school improvement efforts. ❖ Ability to access and utilize district supported services that best facilitate our school improvement efforts. ❖ Ability to implement with fidelity the school improvement plan as developed with and approved by the District. 				