



CORNERSTONES OF HIGH QUALITY INSTRUCTION TOOLBOX

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A RESOURCE FOR SCHOOL LEADERS WHO HAVE PRIORITIZED BUILDING TEAM FUNCTION WITHIN THEIR BUILDINGS, AND WHO ARE SEEKING A FEW PRIORITY AREAS FOR ACTION WITH THEIR INSTRUCTIONAL LEADERSHIP TEAM (ILT) WITHIN THE BUILDING.

IN ADDITION TO SHELBY COUNTY SCHOOLS RESOURCES, THIS TOOLBOX CONTAINS INFORMATION AND RESOURCES FROM THE FOLLOWING SOURCES: LEARNING FORWARD, EXPEDITIONARY LEARNING, WISCONSIN DEPT. OF PUBLIC INSTRUCTION, NATIONAL SCHOOL REFORM FACULTY, SCHOOL REFORM INITIATIVE, MN DEPT. OF EDUCATION, NEW LEADERS, DOING WHAT IT WORKS, AND CENTERS OF EXCELLENCE.

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Introduction

Our TN Ready and EOC results from the last year show areas of improvement throughout the entire district. These encouraging results suggest that our efforts to enhance instruction in every school are taking hold. As such, we are confident that by committing to the work we have started we will get even better, and faster than ever before.

This year we will continue to implement the Cornerstones of High Quality Instruction (HQI). These include: The Instructional Core, Instructional Leadership Teams (ILTs), Instructional Practice Guides (IPGs), and Cycles of Professional Learning (CPLs). These Cornerstones lead to High Quality Instruction while keeping the Instructional Core at the forefront of student learning.

The Instructional Core is made up of Content, Teacher Practices, and Student Practices. Research shows that you don't change performance without changing the instructional core. The relationship between the teacher and the student in the presence of content must be at the center of efforts to improve performance. Since task predicts performance, the real accountability system is in the tasks that students are asked to do.

In other words, we know that the three ways to increase student learning and performance include:

1. Changing the content that teachers are delivering, and students are learning - we have adopted and are implementing EL and Eureka, and our new science curricula
2. Increasing the knowledge and skill of teachers - we do this through on-going professional development
3. Altering the relationship of the student to the teacher and the content - we do this through enhanced engagement strategies

Through the HQI cornerstones we hope to have an impact on all three.

The primary work of the Instructional Leadership Team (ILT) in each school, under the guidance of principals, ILDs and content area advisors, is to improve instruction by focusing on student learning and achievement, as well as build teacher capacity through differentiated support. The team will meet regularly and frequently (at least twice a month) to discuss trends, analyze data and student work, assess progress toward goals, plan professional development, and discuss action steps in the CPL. The principal will establish a leadership team that includes Administrative and Content Leads for ELA, Math, Science, and Social Studies. Content Leads will receive a \$500 stipend per semester.

ILTs will utilize the Instructional Practice Guides (IPGs) as tools to identify trends in school buildings to create Cycles of Professional Learning (CPLs). The IPG will be housed in PLZ and organized by teacher; however, the IPG will have two purposes. First, the IPG will be used as a tool by the ILT only to identify trends that will help the ILT to develop the Cycle of Professional Learning (CPL). This will be done using hard copies of the IPG which will not contain teacher names and will not be logged in PLZ. There should be no more than 3-4 ILT members conducting an informal walkthrough to collect trends, at one time, per classroom. The second purpose of the IPG, which will not have ratings, is for TEM certified observers to conduct informal

observations in order to provide individual teachers with feedback and opportunities for growth. Teachers please expect to receive feedback in a timely manner from the certified team. These informal observations conducted by TEM certified observers will be placed in PLZ.

The Cycle of Professional Learning fulfills several key functions. First and foremost, it is a professional learning plan that builds expertise in all staff through repeated cycles of high-quality learning, followed by opportunities for practicing and receiving feedback. This process can include observing colleagues, engaging in ongoing professional reading, and peer discussion about best practices. Finally, it calls for teachers and leaders to examine the impact of the practices on student learning by looking at student work and reviewing student performance data. Quality student work should be displayed through the building to promote student engagement and pride of effort.

As a reminder, we will continue to implement the Cornerstones of High Quality Instruction (HQI). These include: The Instructional Core, Instructional Leadership Teams (ILTs), Instructional Practice Guides (IPGs), and Cycles of Professional Learning (CPLs). These cornerstones lead to High Quality Instruction while keeping the Instructional Core at the forefront of student learning.

Using this Toolbox

Principals play a crucial role in establishing effective, aligned teams among the school faculty, and this toolbox is meant to serve as a resource for principals in establishing and then managing the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) within their school. Together with the principal, these teams can ensure that the school community keeps the school's vision and mission, with a commitment to high achievement for all students, as the primary focus.

The purpose of this tool is to be a resource for principals who have prioritized building team function within their buildings, which is frequently a multi-year initiative. It can guide principals in selecting a few priority areas for action with their ILT and PLCs within the building; no principal is meant to address all team functions and each principal action outlined here all at once, nor is this guide meant to be used for the evaluation process as a "checklist" of exemplary principal actions to expect in practice. However, Instructional Leadership Directors coaching their principals in building and managing teams may find this a helpful resource for sharing actionable strategies.

Foundational Principles

ILT and PLC Team Definitions and Connections

The coordination and connections among these teams is a crucial area of focus for the principal. A principal can ensure these strong links by focusing first on establishing and then on managing the Instructional Leadership Team as a professional learning community, modeling the expectations, practices, and culture for all teacher teams in the school. This is possible when the ILT is a goal-based, data-driven team focused on collaborative action and problem-solving. The ILT can also be an effective means to provide visibility into the Professional Learning Communities throughout the school, supporting their functionality and alignment and keeping track of progress and impact on student outcomes. PLCs, in turn, should be providing rich detail about effective practice as well as enablers and barriers to implementation to the ILT through their leaders and by reporting out to the ILT.

It is challenging for principals to balance their work with the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) with the rest of the responsibilities on their agenda. An important element in building this “balance” is to remember that engaging the ILT and PLCs is not simply another isolated item on the to-do list. It is, actually, a means to accomplish all of the principal’s other priorities: strengthening instructional practice, developing talented staff members, aligning the school vision and culture, and ensuring that school planning and systems are functioning to support school goals – all in the service of student outcomes.

As Principals work with the teams in their school, they are building leadership capacity and ensuring alignment across the school

Principals Lead the ILT by:

- Choosing the right ILT members and focusing on their leadership development
- Creating a shared vision and urgency
- Establishing shared knowledge of the important frameworks and strategies, especially around instructional improvement
- Bringing in resources (research, best practices, district-level resources)
- Ensuring a focus on the See It-Name It-Do It framework for continuous practice improvement
 - [See It-Name It- Do It Framework](#)
 - [See It-Name It- Do It Cheat Sheet](#)

Principals Enable PLCs by:

- Choosing the right PLC leaders
- Creating a shared vision and urgency
- Equipping these leaders with the knowledge, skills, and resources they need to be effective
- Establishing the right plans and culture with the ILT team and ensuring coherence among all teams in the building
- Monitoring the progress and results of PLCs at the school

Cornerstones of High Quality Instruction

Driven by common language and robust planning, teachers can meet the challenges of the classroom head-on. Instructional Leadership Teams (ILTs) provide focus and clarity through Cycles of Professional Learning (CPLs), which are informed from IPG trends. The ILT work gives teachers direct access to the learning opportunities they need to improve practice through direct instruction, peer observation, mentoring, and regular reflection on effectiveness outside of the district's evaluative framework. Moreover, ILTs expand the work of Professional Learning Communities (PLCs) by focusing on student work and the evaluation of student learning tasks across disciplines within their schools.

Instructional Leadership Team (ILT)

Purpose: The purpose of the ILT is to encourage a culture of collaboration amongst teachers to improve instruction that is aligned to the Tennessee Academic Standards.

- ILT meets twice per month
- Includes the principal, assistant principal(s), and teacher leaders in ELA, Math, Science and Social Studies
- Teachers on the ILT will receive a stipend of \$500 in the Fall Semester and an additional \$500 in the Spring Semester
- ***Only teachers on the ILT will receive this stipend.***

The primary work of the ILT is to improve instruction by:

- Focusing on student learning
- Evaluating student achievement
- Building teacher capacity through differentiated support.
- Perform ongoing informal walkthroughs using IPG and subject area walkthrough tools

Instructional Practice Guide (IPG)

Purpose: The IPG Coaching Tool helps teachers, and those who support teachers, to build understanding and experience with Tennessee Academic Standards-aligned instruction.

- Developmental not evaluative
- Used in instructional planning
- Drives reflection and collaboration
- Provides starting point for coaching
- Guides the development of the CPL

Cycle of Professional Learning (CPL)

Purpose: The intent of this model is to create a professional learning plan that builds expertise in all staff through repeated cycles of high-quality learning that include:

- Opportunities for practicing, receiving feedback and observing colleagues
- Ongoing professional reading, and peer discussion about practices
- Time to examine the impact of the practices on student learning by looking at student work and reviewing student performance data
- Bridge to practice from professional development into daily school and classroom rhythms and practices

Professional Learning Communities (PLCs)

- Professional Learning Communities are foundational to coordination, communication, and adult learning among a school faculty.
- The best Professional Learning Communities model the structure and function of a “community of practice,” focusing on collective problem-solving and learning within a defined domain, building more effective instructional practice among team members to increase student achievement and improve other student outcomes.
- The composition of a specific Professional Learning Community can reflect areas of alignment among teachers within the school (grade-level or subject-matter teams, for example) or can be organized around specific school strategies and needs, but regardless, the team should have a focus.
- Professional Learning Communities focus deeply on cycles of PDSA and examining data and evidence of effectiveness are foundational to their work.
- Leadership of each PLC is an important consideration. The PLC leaders should have a strong understanding of schoolwide goals and priorities and the ability to translate them to the specific focus area of their team. They will need skills in group facilitation and in instructional leadership, leading teachers in data-driven practice improvement. These PLC Team Leads will be crucial members of the ILT.

Cornerstones of High Quality Instruction FAQs: [Cornerstones FAQs](#)

Instructional Leadership Team (ILT)

Purpose: The purpose of the ILT is to encourage a culture of collaboration amongst teachers to improve instruction that is aligned to the Tennessee Academic Standards. The ILT is primarily made up of the principal, assistant principal(s), and teacher leaders, who are organized by grade level, cluster, subject area, department or small learning community. The primary work of the ILT is to improve instruction by focusing on student learning, achievement, and building teacher capacity through differentiated support.

Instructional Leadership Team: Team Tools and Resources

Tool/Resource	Description and Use	Documents
Leadership Team Member Selection	<ol style="list-style-type: none"> 1. The template can be used by a principal to reflect on the appropriate membership for the school's ILT. 2. This information contains the job description, stipend, and expectations for the Content Lead Teacher. 	<ol style="list-style-type: none"> 1. Leadership Team Selection Tool 2. Content Lead Teacher Stipend Expectations
Team Roles and Responsibilities	The Team Roles activity will help build an understanding of the responsibilities for the roles that contribute to a team's success.	<ol style="list-style-type: none"> 1. Team Roles 2. Instructional Leadership Team Structure
Meeting Agenda	<ol style="list-style-type: none"> 1. Schools use this meeting protocol and agenda template for Leadership Implementation Team (LIT) meetings. The model could also be modified for other ILT or PLC meetings, with its focus on decision-making, instructional improvement, and capturing follow-up and communication implications. 2. This document is used by the ILT Content Teacher Lead to log after school PD, attendance in ILT meetings after school, preparation to present PD sessions, and leading ILT sessions. 3. This document explains the requirements regarding ILT stipends. 	<ol style="list-style-type: none"> 1. Sample Leadership Team Agenda Format 2. ILT Content Teacher Log Template 3. ILT Stipend Commitment Form
Meeting Norms	<ol style="list-style-type: none"> 1. This document contains examples of meeting norms and ground rules that can be adopted as-is or modified. 2. This Expeditionary Learning document can be used to cultivate a climate where everyone is focused on ongoing, positive growth and improving student achievement. 	<ol style="list-style-type: none"> 1. Sample Meeting Norms and Ground Rules 2. Effective Collaboration Norms and Guidelines
Facilitation	<ol style="list-style-type: none"> 1. This document contains basic guidance for good group facilitation. 	<ol style="list-style-type: none"> 1. Facilitation Guidance
Effective Team Processes	<ol style="list-style-type: none"> 1. This tool is helpful in establishing and then maintaining effective team processes among the ILT or other teams in the building. It can be used as a self-assessment tool that each member of the leadership team completes. 2. Elena Aguilar discusses the ability to recognize when you're experiencing emotions, to have strategies for managing them, and to recognize other people's emotions and respond appropriately to them. 	<ol style="list-style-type: none"> 1. Tool for Assessing Leadership Team Goal Progress 2. Key to Effective Teams in Schools: Emotional Intelligence

Tool/Resource	Description and Use	Documents
	3. This PowerPoint provides information on implementing leadership team to establish common expectations for standards-based instructional practice.	3. ILT Implementation PowerPoint
Team Protocols	<ol style="list-style-type: none"> 1. The Warm, Cool, Hard protocol gives teams guidance on how to best question each other in a way that's productive. 2. The Guide to Good Probing Questions provides advice on what questions are the most useful for getting to the root of problems. Additionally, this resource has a number of examples of probing questions for use by teams. 	<ol style="list-style-type: none"> 1. Feedback Provided During Protocols 2. Guide to Good Probing Questions
Problem Solving Processes	The Tuning Protocol aims to ensure educators receive direct and respectful feedback on the problems they present, working through problems with the team acting as advisors.	Tuning Protocol
Root Cause Analysis	This document from Minnesota Department of Education is used to identify a deep root cause of an instructional problem in order to correct and have a positive effect on student learning.	Root Cause Process
ILT Effectiveness Tool	Use this tool biweekly and/or quarterly to reflect on the effectiveness of the ILT and identify areas for improvement. ILDs, Central Office Staff, and Advisors can also use this tool to organize feedback to ILTs.	ILT Effectiveness Tool

Instructional Practice Guide

Purpose: The IPG Coaching Tool helps teachers, and those who support teachers, to build understanding and experience with Tennessee Academic Standards-aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration, in addition to coaching. The Instructional Practice Guide has the following two purposes:

- The first purpose of the IPG is to be used as a tool by the ILT only to identify trends in order to develop the CPL. This will be done using hard copies of the IPG instead of being placed in PLZ. Teacher names will not be placed on these hard copies. There should be no more than **3-4** ILT members conducting an informal walkthrough at one time.
- The second purpose of the IPG, which will not include ratings, is for TEM certified observers to conduct informal observations in order to provide individual teachers with feedback and growth. These informal observations will be placed in PLZ.

Instructional Practice Guide: Tools and Resources

Tools/Resource	Description and Use	Documents
Instructional Practice Guides	<ol style="list-style-type: none">1.-6. These documents are the Instructional Practice Guides for ELA, Math, Science, Social Studies, and General Walkthrough.7. The Walkthrough Planning Guide explains how to conduct walkthroughs. This includes having discussion about the parameters and how feedback will be given on what is observed.	<ol style="list-style-type: none">1. ELA IPG Grades 3-122. SCS Science Observation Tool3. SCS ELA IPG Grades K-24. SCS Math IPG5. Social Studies Observation Tool6. SCS General Observation Tool7. Walkthrough Planning Guide
Crosswalks	<ol style="list-style-type: none">1. This document shows the relationship between the Instructional Practice Guide and TEM.2. This document shows the relationship between the TEM and the EL curriculum.3. This document shows the relationship between the TEM and the Eureka curriculum.4. This document shows the relationship between the TEM and K-5 Eureka curriculum.	<ol style="list-style-type: none">1. IPG TEM Crosswalk2. EL and TEM Crosswalk3. Eureka and TEM Crosswalk4. K-5 Eureka and TEM Crosswalk
IPG Video	These videos can be used to assist ILTs with IPG norming.	<ol style="list-style-type: none">1. Achieve the Core Instructional Practice

Tools/Resource	Description and Use	Documents
		and Classroom Norming Videos

Cycle of Professional Learning

Purpose: The intent of this model is to create a professional learning plan that builds expertise in all staff through repeated cycles of high-quality learning, followed by opportunities for practicing, receiving feedback, observing colleagues, ongoing professional reading, and peer discussion about the practices, including examining the impact of the practices on student learning by looking at student work and reviewing student performance data. By using a targeted professional learning plan, schools can increase the likelihood of student success by using cycles of learning to incorporate professional development lessons into daily school and classroom rhythms.

Cycle of Professional Learning: Team Tools and Resources

Tools/Resource	Description and Use	Documents
Student Work Review	1.-2. These documents are used when conducting student work analyses. 3. This chart can be used to track student progress.	1. SCS Student Work Protocol PDF Template 2. SCS Student Work Protocol Word Template 3. Sample Data Chart
Cycle of Professional Learning	1.-2. Sample of completed CPLs. 3. This document can be used to record CPL trend information. 4.-5. Quarter 1 SEL CPLs. These cycles address Social Teaching Practices with a concentrated focus on Student-Centered Discipline . The focus is aligned with Superintendent Ray's 7 Next Steps Toward Destination 2025 and designed to help improve inequities while increasing learning. (Step 2- Social Emotional Learning & Step 3- Culture)	1. Sample Math CPL Template 2. Sample Secondary ELA CPL Document 3. Blank CPL Template 4. High School Quarter 1 SEL CPL 5. K-8 Quarter 1 SEL CPL
Looking at Student Work PowerPoint	This PowerPoint can be used by teams to understand how to analyze and discuss the "Looking at Student Work" (LASW) process as a key lever in the continuous improvement process in the school's implementation of the Tennessee Academic Standards as well as discuss their next steps for utilizing Looking at Student Work protocols as a method of examining data and driving instructional improvement.	1. ILT Looking At Student Work PowerPoint 2. Student Work Analysis PowerPoint
Lasting Impression Article	This article can be used as a resource to help ILTs understand the CPL process.	Lasting Impression Article
Collaborative Lesson Plan Guide	This guide can be used to provide a detailed explanation of collaborative planning.	Collaborative Lesson Plan Guide
Collaborative Planning/PLC Meeting Support Documents	1. A series of discussion starters to begin conversations around how to best support students, and get them to success. 2.-3. This template can be adapted by principals and teams to capture meeting outcomes and raise insights and questions to the Instructional Leadership Team, the administration, and other teams,	1. PLC Discussion Guide 2. PLC Meeting Agenda Template 3. Sample PLC Meeting Agenda

Tools/Resource	Description and Use	Documents
	<p>where they have schoolwide implications. A sample agenda from an elementary school in the Long Branch School District to provide ideas for a team meeting agenda.</p> <p>4. An agenda structured to assist an elementary school with using and discussing data in a team setting.</p> <p>5. This protocol aims to ensure educators receive direct and respectful feedback on the problems they present, working through problems with the team acting as advisors.</p> <p>6. This toolkit provides a guide for participants and session leaders to use prior to, during, and as follow-up to collaborative planning sessions. The toolkit includes forms, checklists, a template, and a rubric. Use these tools as guidelines. They should be adapted and improved to address the needs of your team and your specific situation.</p> <p>7. This tool can be used as a template for collaborative planning sessions.</p>	<p>4. Sample Data Meeting Agenda</p> <p>5. Tuning Protocol</p> <p>6. Collaborative Planning Toolkit</p> <p>7. Sample ELA Collaborative Planning Agenda</p>

Additional Tools/Resource Alignment to ILT Effectiveness Rubric

Indicator	Sample Tools/Resource Alignment to ILT Effectiveness Rubric
Indicator 1: Establish a Shared Vision and Goal Setting	<ul style="list-style-type: none"> • Shared Vision Planning Tool • Distributed Leadership Action Step Checklist • Leadership Team Selection Tool
Indicator 2: Model Culture Norms	<ul style="list-style-type: none"> • Sample Leadership Team Agenda Format • Sample Meeting Norms and Ground Rules • Effective Collaboration Norms and Guidelines • Facilitate Effective Meetings • Productive Meeting Checklist • Feedback Provided During Protocols • Tuning Protocol • Guide to Good Probing Questions
Indicator 3: Implement Cycle of Professional Learning	<ul style="list-style-type: none"> • Lasting Impression • Walkthrough Planning Guide • Sample Math CPL Template • Sample Secondary ELA CPL Document • Blank CPL Template

Indicator	Sample Tools/Resource Alignment to ILT Effectiveness Rubric
Indicator 4: Monitor Instructional Effectiveness	<ul style="list-style-type: none"> • Tool for Assessing Leadership Team Goal Progress • SCS Student Work Protocol PDF Template • SCS Student Work Protocol Word Template • Tuning Protocol • IPG TEM Crosswalk • Eureka and TEM Crosswalk • EL and TEM Crosswalk • SCS ELA IPG Grades K-2 • ELA IPG Grades 3-12 • SCS Math IPG • SCS Science Observation Tool • Social Studies Observation Tool • Detailed Explanation IP Guides • RTI Implementation Guide • RTI On Target For Success • Principles to Actions Mathematics Success for All
Indicator 5: Lead School Improvement Planning	<ul style="list-style-type: none"> • SWOT Analysis Tool • Collaborative Lesson Plan Guide • School Plan Review Rubric
Indicator 6: Data to Drive Decision Making	<ul style="list-style-type: none"> • Sample Data Chart • Tool for Assessing Leadership Team Goal Progress • Root Cause Process • Data Analysis for Continuous Improvement Template • Audit Tool Advancing Equity and Excellence in Student Learning • Addressing the Needs of Low, Middle, and High Achieving Students Discussion Guide

Principal Action Checklist

The chart below is meant to serve as a resource “at-a-glance” for principals as they build out plans for engaging their teams throughout the year. Specific timing and frequencies of actions may change, but principals benefit from a clear plan of action & follow up. These discrete actions are connected by the practice of responsive and systemic planning. We encourage principals to dig more deeply into what makes these actions effective.

Ongoing

Throughout the year, Principals can reflect on these questions to ensure their work with the ILT and PLCs is on track:

- ✓ Are the right individuals on the team?
- ✓ Are team members united in a vision and sense of urgency?
- ✓ Do team members have the knowledge and skills they need to lead?
- ✓ Do they have the resources and information they need?
- ✓ Do we have an effective plan of action with a clear definition of success?
- ✓ Do we know how our plan is working to impact students?

EFFORT: Are we doing what we initially identified that we should do? **FIDELITY:** Did we do what we planned, and how do we know that we implemented with high quality? And **IMPACT:** Were our actions effective? What were our outcomes?

Before School Starts/ In the First Weeks

- ☐ Examine available data and engage stakeholders within the school community to understand the current state of the school: its strengths and challenges (1st Year Principals. Returning Principals will have completed.)
- ☐ Develop a personal vision for action for the 1st school year to share with the ILT (1st Year Principals)
- ☐ Develop an understanding of district-wide priorities, initiatives, and processes for the upcoming year so that the ILT and PLCs can coherently integrate these into schoolwide planning and priorities as well as team focus areas.
- ☐ Identify or review membership of the ILT. Plan to include—as guidelines suggest—all team and department leads as well as leaders of school programs such as Special Education or ELL as relevant, but looking especially at individuals’ demonstrated leadership skills and alignment with school goals.
- ☐ Plan for the use of data in the upcoming year, identifying questions of alignment and gaps in available data and planning for the timing of data availability.
- ☐ Meet with members of the ILT to understand their contributions to the school, their skill set (possibly using a tool such as a strengths-finder), and their mindsets to develop a profile of the team; share priorities for school vision and the ILT’s role in this work with team members. Establish the expectation that additional ILT members may be identified and added as the year progresses, as you identify other aligned leaders (formal leaders and informal leaders) within the building. (1st Year Principals)
- ☐ Establish sub-teams as needed within the ILT; are there smaller groups who will be focused on specific tasks or priorities through the year?

- ☐ Where possible, meet with the ILT prior to the start of school to:
 - Establish a team charter or terms of reference
 - Review and revise—or create—school goals for the upcoming year
 - Review and revise—or create—instructional priorities for the year and a plan for implementation
 - Review the PLCs and their composition and team charges for the upcoming year; focus on preparing Team Leads for their work in the upcoming year
- ☐ Establish an ILT Action Calendar for the year: when will the ILT meet and what are the known milestones for the year?
 - When will important data streams (such as TN Ready Assessments) be available for review?
 - How does the school's calendar of cycles (CPLs) intersect with the ILT calendar, and when should the team be reviewing the effectiveness of this year's strategies?

Monthly/Periodically

- ☐ ≥2 ILT Meetings; Plan & review agendas, choose and support facilitators, and monitor follow up.
- ☐ Review progress of the PLCs through their meeting summaries and with feedback from the Team Leads.
- ☐ Visit 3-5 PLC meetings as an observer; follow up with the Team Lead and—as appropriate—with the ILT to share insights about the team's practice and learning. Coach the Team Lead on their facilitation and the team's functioning.
- ☐ During one-on-one meetings with ILT members, touch on their role as PLC Team Leads, their personal leadership development goals, and/or the progress of their PLCs.
- ☐ Review Progress-to-Goals milestones: based on planning at the beginning of the year, what interim milestones will be reached during this period? What evidence is there of outcomes and who needs to be involved in interpreting and acting on these results?
- ☐ ILT Team effectiveness check. Now that team membership and meetings are well-established:
 - Are team norms functioning and effective?
 - Are team meeting agendas aligned with school priorities?
 - Are team meetings facilitated effectively and outcomes clear and action-oriented?
 - Have ILT Team members begun to share in the facilitation of the group; are they using effective practices?
 - Are there any issues with team members that should be addressed?
- ☐ Midyear Progress Check:
 - Work with PLC Team Leads and other leaders on the ILT to gather data from across the school on progress to goals found in the School's Record of Continuous Improvement and insights around gaps in implementation and effective practice.
 - Lead ILT in a comprehensive examination of progress to goals and implementation of the school's strategic priorities for the year: what is working? What needs to be adjusted?
 - Revise the school plan as needed.
- ☐ PLC Effectiveness Check:

- Together with PLC Team Leads, identify two to three teams based on the Midyear Progress check that would benefit from additional support and set up a regular schedule of meeting with the PLC Team Leads to review meeting agendas and team plans. Identify additional resources for these teams and prioritize these teams for PLC Team meeting visits.

Prior to the Start of the Next Year

- ☐ Establish formal and informal leadership roles for the next school year with returning faculty. Review alignment of the members of this year's ILT and consider carefully who should be in leadership roles and on the ILT in the upcoming school year.
- ☐ Reexamine ILT and PLC practices (team terms of reference and roles, action calendar for the year, facilitation, etc.) to determine what worked and what didn't.
- ☐ Meet with ILT team members to review progress in the current school year (using available data) and begin to develop priorities for the upcoming year.
- ☐ Review staffing plan for the upcoming year and create PLCs that align with school priorities and are supportive of cross-classroom collaboration and professional Learning.