

Robbinsdale Elementary School
Rapid City Area Schools
Rapid City, South Dakota

COMPREHENSIVE
NEEDS ASSESSMENT
REPORT

September 16, 2021



From Houghton Mifflin Harcourt.

www.leadere.com

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EXECUTIVE SUMMARY

The International Center for Leadership in Education (ICLE) has partnered with Rapid City Area Schools to facilitate onsite comprehensive needs assessments in the district’s schools. Our purpose is to identify specific strengths and the needed school-wide improvements to increase student performance. The leadership and teachers of Rapid City recognize that comprehensive and innovative approaches will be needed to ensure that all students acquire the knowledge and skills to be college and career ready in the 21st century. They also understand that making the appropriate systemic changes to reflect the increased rigor of the South Dakota state assessments should build on the many strengths of the current education programs and the expertise and dedication of educators across the district.

The needs assessment for Robbinsdale Elementary School was conducted on September 16, 2021, using Nuri D. Ayres, senior consultant from ICLE, and the highly respected *Daggett System for Effective Instruction* (DSEI), which builds upon the successful practices, tools, research, and meta-analyses of leading research authorities on great teaching and leadership.

The *Daggett System for Effective Instruction*

The DSEI offers a vision and strategy for developing and supporting system-wide instructional effectiveness to maximize rigorous learning for ALL students. For rigorous learning to become a reality in classrooms and embedded in the system-wide culture, schools need leaders who empower their teachers, achieve focus, and use measurable criteria to monitor progress. That’s why it’s critical for teachers and leaders to be on the same page about what constitutes rigorous learning — what the components are, how it’s measured, what it looks like in the classroom — and how to build instructional excellence around a shared understanding and clear expectations. ICLE helps districts and schools achieve this goal through a systematic approach to leadership development designed to build sustainable and lasting change within classrooms and within the culture.

Ratings within each component result from the four-point rubric — Beginning, Emerging, Developed, and Well Developed. The following table summarizes the overall ratings for Robbinsdale on the DSEI rubric.

DSEI Segment	Component Rating			
	Beginning	Emerging	Developed	Well Developed
Teaching				
Instructional Leadership				
Organizational Leadership				

The findings contained in this needs assessment provide the school and the district with a starting point for discussions around services and direction over the course of the next several years aimed at increasing student achievement through rigorous and relevant instruction.

Key Strengths

- Positive relationships exist between staff and students, students and students, and among the staff itself.
- Data systems are routinely audited to ensure they continue to align to vision and goals, and data checks occur every six weeks.
- Various assessment data is available and used to monitor student progress.
- Students said that they feel safe, cared for, and encouraged to do their best.
- There is evidence of some parent involvement and planned parent/community activities. The school desires to increase existing partnerships.
- Leadership is actively encouraged at all levels. The building leadership team is now the Impact Team (IT). Each member of the IT agrees to serve as leaders of other committees.
- It is known that for learner environments to be engaging, they must be relationship-based and aligned to student needs.
- Teachers and staff understand that formative assessment tools can be powerful guides in day-to-day and week-to-week instructional planning.
- Teacher input is valued in building a professional learning program that will provide teachers the support and tools they need to realize student achievement goals.
- There is a vision statement for staff and students and an action plan has been collaboratively created.

Key Challenges

Teaching

- A complete articulation, both vertical and horizontal, is needed for grades K-5. There has been limited work on this, but teachers are willing to continue.
- In the majority of classrooms visited, the real-world relevance of the content was not observed. Students were rarely shown how the material connected to other classes, subjects, or careers.
- Although instruction is sound, there is room for lessons to contain higher levels of rigorous and relevant instruction. Teachers can significantly increase the rigor and relevance of instruction by collaboratively planning higher-level activities and assessments in all subject areas.
- Scheduling professional development and collaborative planning time for staff to integrate instruction that aligns with state standards is challenging.
- A deeper dive into rigorous and relevant instruction is needed.

Instructional Leadership

- The school is aware of the need to include families and the community in the education of their students and are working on improving family involvement and helping parents with their children's needs.
- Improving high impact instructional strategies to increase rigor, relevance, and learner engagement is an overall need throughout the school.
- Staff have limited time to share best instructional practices.
- Data plays a key role in planning targeted professional development opportunities for

teachers. Providing and creating time for differentiated professional development for school-based staff is a need.

Organizational Leadership

- Administrative practices need to be incorporated that (1) monitors teacher progress in implementing research-based instructional strategies and raises expectations for student achievement and (2) supports teachers to reach their goals consistently. A walk-through observation system would be beneficial.
- The continued use of the DSEI to monitor, assess, and collaboratively debrief implementation of the various systems and structures should be considered to increase rigor and relevance in instruction.
- Ways to build on existing communication methods are needed to inform all stakeholders of instructional and organizational changes in a timely manner and engage them in school improvement processes.
- Continued strengthening of data gathering and analysis processes would be helpful.
- Common formative assessments would aid collaborative debriefing cycles on the various initiatives and implementation efforts.
- With increased engagement and communication, parents can more fully support the school's vision and mission and help students become college and career ready.

METHODOLOGY

This situation analysis is a school-focused process that operates on the belief that *improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment*. It is based on the DSEI and utilizes the *Rigor/Relevance Framework*[®] (see Appendix A) and related tools in order to measure the effectiveness of the current system through the lenses of (1) organizational leadership, (2) instructional leadership, and (3) teaching; in short, how well are all aspects of the education system aligned to support instructional effectiveness. These three elements are rated on the DSEI four-point rubric — Beginning, Emerging, Developed, and Well Developed. An aggregate rating summary is also developed. Selected response summary data is included in this report within each of these three corresponding DSEI elements.

In addition, the *WE*[™] *Survey Suite* was used to gather and analyze teacher, staff, student, and community perception data, which has been compiled into a separate aggregate report. The suite includes the *WE Learn*[™] *Student Survey*, which collects data on rigor, relevance, and relationships; and the *WE Teach*[™] *Instructional Staff Survey*, which collects data regarding rigor, relevance, relationships, and leadership. Also in the suite are the *WE Lead*[™] *Whole Staff Survey*, which collects data on leadership strengths and areas to develop further; and the *WE Support*[™] *Parent/Community Survey*, which seeks opinions on the school experience and the community's expectations of the district. Several parallel questions on the *WE Learn* and *WE Teach* surveys allow for comparisons of perceptions between teaching staff and students. Perceptions of these groups are vital to decisions made to support and enhance school improvement.

During the school visit, evidence is gathered through targeted interviews and classroom visits to gauge the level of rigorous and relevant teaching and learning, which can then be reinforced with additional survey data.

To provide an accurate and comprehensive needs assessment report that identifies the school and/or district's strengths and challenges, ICLE has:

- previously discussed the expectations of the needs assessment.
- outlined and reviewed the assessment process, tools, and resources with the school and/or district.

Each step of the assessment is conducted as seamlessly as possible and completed with fidelity. The ICLE senior consultant works collaboratively with the school's leadership team to determine where the school is now and where it wants to go. Additional quality assurance steps and verification from the school and/or district of findings are also critical to an accurate report.

Next Steps of the School Improvement Initiative

Following the needs assessment visit, the members of the team will meet to synthesize evidence and summarize findings, including strengths, best practices, strategies, challenges/needs, and recommendations. Evidence to support findings will be included in each item. Armed with the information and data and working collaboratively with the school throughout each phase, ICLE will prioritize needs in Organizational Leadership, Instructional Leadership, and Teaching and develop a detailed and accurate system-wide strategic action plan to determine how to best measure our efforts. This will serve as a blueprint for the school's improvement initiative and will be closely aligned to include all district goals, objectives, and strategies for academic excellence, as well as the school's vision, values, and plans.

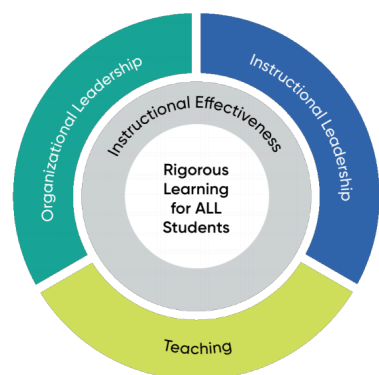
The resulting information will help guide school and district leaders to improve their coherent focus on student achievement and promote high teaching and learning standards. Areas of strength and concern can be gleaned from the data, but they must be interpreted within the school culture and weighed in importance accordingly.

Staff and stakeholder buy-in is essential, which is why ICLE has developed proven practices for facilitating strategic-planning discussions around the action plan. Once implemented, ICLE will monitor progress, communicate with the school regularly, and adjust the plan as necessary to ensure that goals are met.

Results Aligned to the *Daggett System for Effective Instruction*

The DSEI provides a coherent and holistic focus on student achievement based on ICLE's belief that improving instruction requires a system-wide commitment. Research shows that effective instruction is the variable that has the greatest impact on student achievement, so the DSEI tools, surveys, and rubrics measure the characteristics and attributes across the organization. The qualitative and quantitative data collected provides the following overview of the strength of the system-wide support for instruction with respect to the three components of the DSEI:

1. **Teaching**
2. **Instructional Leadership**
3. **Organizational Leadership**



The elements in each component were measured on the DSEI rubric using the following scale:

DSEI Rubric Scale			
Beginning	Emerging	Developed	Well Developed
This practice has been introduced or staff have awareness of the practice.	This practice exists to a limited degree or is inconsistent across the school.	This practice is well established and consistent across the school.	The school has demonstrated exemplary performance in this area for multiple years.

Teaching

Overall Rating: *Emerging*

To gather data on teaching, the consultant visited nine classrooms for about 30 minutes each. In addition, the consultant conducted interviews with teachers, students, administration, and parents. The faculty and staff at Robbinsdale have worked diligently to create a safe and caring learning environment where students feel respected and trusting relationships between students and teachers are visible. One parent shared that the staff “has cultivated a great atmosphere and comforting environment.”

In interviews, parents said how pleased they were with the communication from both the teachers and the principal. ClassDojo has provided them with quick insight on their students’ achievement. One parent shared that when her child was stressed about coming to school during the COVID crisis, the principal would meet with the student until the child was okay to go to class. “They know me and my child” was another statement.

When asked about challenging classes, one student stated that classes are difficult, but teachers are trying to get us to our biggest potential! They also shared how writing about themselves or seeing how math was used in the real world made learning easier.

In teacher interviews, teachers responded that a way of increasing relevance was to connect the learning to their students’ lives. However, classroom observation data indicates the need for increased levels of relevance. Students interviewed gave examples of how they used real world examples in class. One shared that they wrote stories about themselves. Another said that he liked baking because he could use math.

The most challenging area of learner engagement for teachers was Formative Processes and Tools. The inclusion of formative processes to gauge student mastery was Not Observed in eight classes. Teachers would benefit from investigating research-based formative processes that allow both teachers and students to measure progress toward mastering the learning and identifying methods to allow for adjusting instruction accordingly.

The most used instructional strategies were choral response and independent work with a fraction of time spent on guided practice. Providing guided practice allows small, collaborative groups to participate in completing rigorous and relevant learning tasks independent of the teacher. This gives the teacher time to collect real-time data, meet with individual groups who need more assistance, and differentiate instruction in real-time. Group work also gives students the time needed to develop positive interdependence with peers, individual accountability skills, equal participation skills, and simultaneous interaction with each other so most interactions are not just teacher to student.

Lots of student time was spent focusing on the work but not the thinking behind the work. Providing students consistent use of academic discussions, as well as, giving them structures to ensure that they are building upon and challenging each other’s thinking will increase active participation and rigor in the classroom.

The DSEI chart that follows shows the school’s stage of development in each indicator pertaining to teaching based on the consultant’s review. It can be used as a starting point for building even stronger teaching.

Teaching	Beginning	Emerging	Developed	Well Developed	
Rigorous and Relevant Expectations					
Effective, Engaging Learner Environment					
Content Knowledge Made Relevant					
Plan and Provide Learning Experiences Using Effective Research-Based Strategies					
Use Assessments and Data to Guide and Scaffold Instruction					
Further Content and Instructional Knowledge Through Continuous, Collaborative Professional Learning					

Collaborative Instructional Review Process

The Collaborative Instructional Review (CIR) is a tool and set of rubrics that schools use to improve instructional effectiveness (see Appendix B). The CIR is not an evaluation of teacher performance but rather a way to determine the level of rigor, relevance, and learner engagement in instruction. Through the CIR process, educators can use the feedback to create a shared understanding for key features of effective instruction. All CIR components — rigor, relevance, and learner engagement — are linked to the DSEI Teaching section.

Evidence of Rigor—The consultant observed classrooms to rate the aggregate degree of rigor for three specific indicators: Thoughtful Work, High-Level Questioning, and Academic Discussion. The degree to which each indicator was observed was rated as Beginning, Emerging, Developed, Well Developed, or Not Observed.

Of the nine classrooms observed for Thoughtful Work, four were at the Emerging level and four classes were Developed. At the Emerging level, student work occasionally necessitated extended time to complete, stretched student learning, and required the application of prior knowledge. In classes at the Developed level, students analyzed, synthesized, and/or evaluated to complete tasks. In a math class, a student explained to the class his method for explaining why (6+8) was

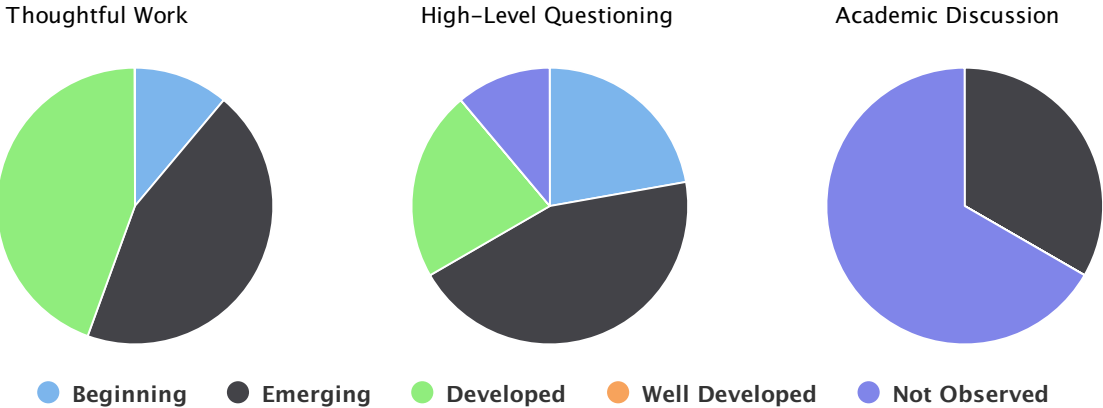
greater than (4+7). He said that because “6 was bigger than 4, and 8 was bigger than 7, 6+8 was bigger than 4+7.”

In the area of High-Level Questioning, four classes were at the Emerging level. In these lessons, most questions required students to display their understanding of the content at a comprehension level. In the two classrooms at the Developed level for High-Level Questioning, students were asked to fully justify their thinking when responding to questions that required analysis and students were asked to generate questions of their own. In a math class the teacher asked a student to explain his strategy for solving an array. Two classrooms observed were at the Beginning level for High-Level Questioning, requiring students to recall or retell information. In these classrooms, student discussion was driven by the teacher, and students used little domain-specific vocabulary.

Three lessons were observed at the Emerging level for Academic Discussion. Discussions, structured by teachers prompts, allowed students to analyze and defend their claims with concrete explanations and evidence. Academic Discussion was rated Not Observed in six classrooms. Opportunities existed in these classes for teachers to raise the level of discussion by incorporating instructional strategies such as group work, think-pair-share, and turn and talk.

Evidence of Rigor

of Visits: 9



	Total	Beginning	Emerging	Developed	Well Developed	Not Observed
Thoughtful Work	9	1	4	4	0	0
High-Level Questioning	9	2	4	2	0	1
Academic Discussion	9	0	3	0	0	6

Evidence of Relevance—The consultant observed classrooms to rate the aggregate degree of relevance for three specific indicators: Meaningful Work, Authentic Resources, and Learning Connections. The degree to which each indicator was observed was rated as Beginning, Emerging, Developed, Well Developed, or Not Observed.

In the nine classrooms visited, the overall evidence of relevance was generally at the Emerging level. Seven classes were rated at the Emerging level for Authentic Resources. In these classes, students used a primary source of information along with one or more secondary sources. These lessons were structured around an “essential question or understanding.” Two classrooms observed were at the Beginning level. In these lessons, students relied on the teacher or their book as their primary resource to complete work. Including multiple authentic texts and resources to conduct comparisons, analysis, or arguments provide the potential for increasing the level of Authentic Resources.

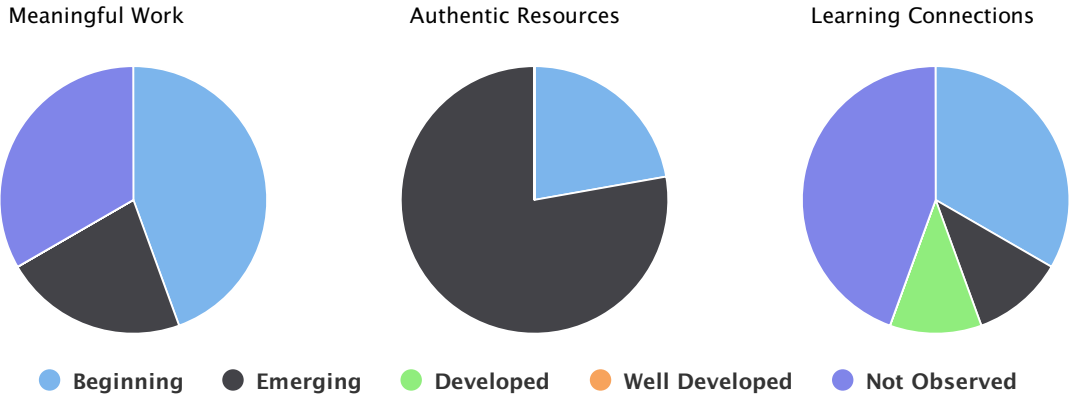
Of the nine classes observed for Meaningful Work, four were rated Beginning for Meaningful Work. Student work was procedural and highly structured. Instruction was teacher directed or directed via an online program, reflected knowledge in one discipline, and usually required memorizing facts and formulas. Including opportunities for students to complete a task that requires application of knowledge, and some creativity would increase the lesson to Emerging. Meaningful Work was observed at the Emerging level in two classes. In these classes, students were asked to think critically and apply information learned. Student work allowed for some student originality. Meaningful Work was Not Observed in three classes.

Three classes were at the Beginning level for Learning Connections, meaning there were few opportunities for students to make real-world connections during their lessons. One class at the Emerging level allowed students to occasionally make real-world connections. In the one class at the Developed level, students were able to clearly articulate the connections to real-world applications. In the four classes where connections were not observed, including opportunities for students to include their personal experiences in writing or talking about shopping for groceries in math would raise the level of learning connections.

In interviews, teachers responded that a way of increasing relevance was to connect the learning to their students’ life or world. However, classroom observation data indicates the need for increased levels of relevance. Students interviewed gave examples of how they used the real world in class.

Evidence of Relevance

of Visits: 9



	Total	Beginning	Emerging	Developed	Well Developed	Not Observed
Meaningful Work	9	4	2	0	0	3
Authentic Resources	9	2	7	0	0	0
Learning Connections	9	3	1	1	0	4

Evidence of Relationships—The consultant observed classrooms to rate the aggregate degree of relationships for three specific indicators: Vulnerability, Connection, and Compassion. The degree to which each indicator was observed was rated using the levels Beginning, Emerging, Developed, Well Developed, and Not Observed).

It was obvious that Robbinsdale has created a safe, caring environment where strong relationships among all staff and students are essential and encouraged. During interviews, teachers stated that they take on more responsibilities than just teaching. “We are a big piece of their lives.”

Compassion was rated Developed in three of the classes observed. During these classes, the teacher established a positive classroom environment with clear expectations for behavior. In one instance, the teacher asked the class to tell her something good that happened today during buddy reading. The students said, “Helping each other.”

Six of the nine classes observed for Vulnerability were at Emerging or Developed. At the Emerging level, students were exposed to the language of growth and learning through discussion and/or feedback, and students began to see their wrong answers or setbacks as an opportunity for growth and learning. A student shared that his teacher says it’s better to make a mistake, than not to answer at all. Another said they don’t yell at us if we misbehave. At the Developed level, the teacher integrated varied opportunities for students to reflect on their learning, encouraging them to join a group for her help.

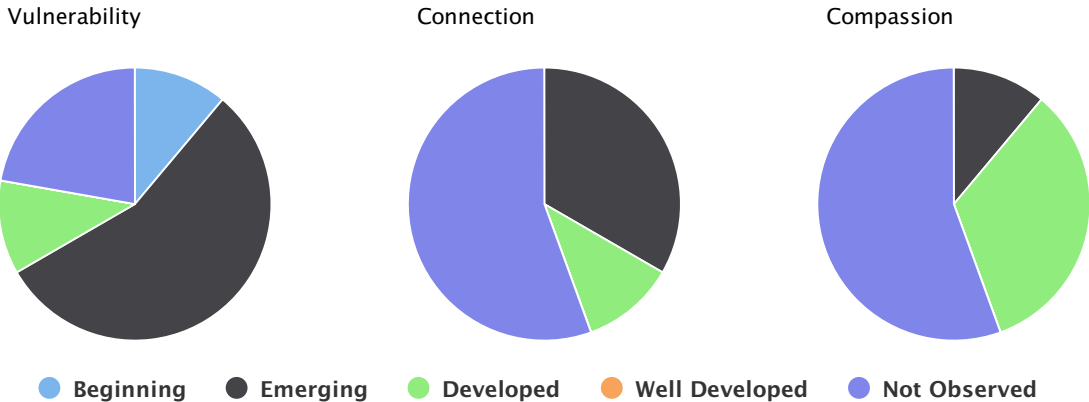
In nearly all classes, students were engaged with teachers in a compassionate and positive manner. Teachers utilized coping strategies when necessary for stress and students responded

by feeling safe in discussing situations that were taxing their current strength as a person or learner. A few classes allowed students to incorporate their interests, passions, or family into the learning experiences, and a couple of those teachers were intentional in getting to know their students on an individual and/or whole group level. During the reading of *Dreamcatchers*, one student shared that she was Native American like in the story.

In classes rated Not Observed, opportunities to encourage students to apply their interests in their learning were missed. Constructive feedback on personal and academic situations will allow collaborative steps moving forward.

Evidence of Relationships

of Visits: 9



	Total	Beginning	Emerging	Developed	Well Developed	Not Observed
Vulnerability	9	1	5	1	0	2
Connection	9	0	3	1	0	5
Compassion	9	0	1	3	0	5

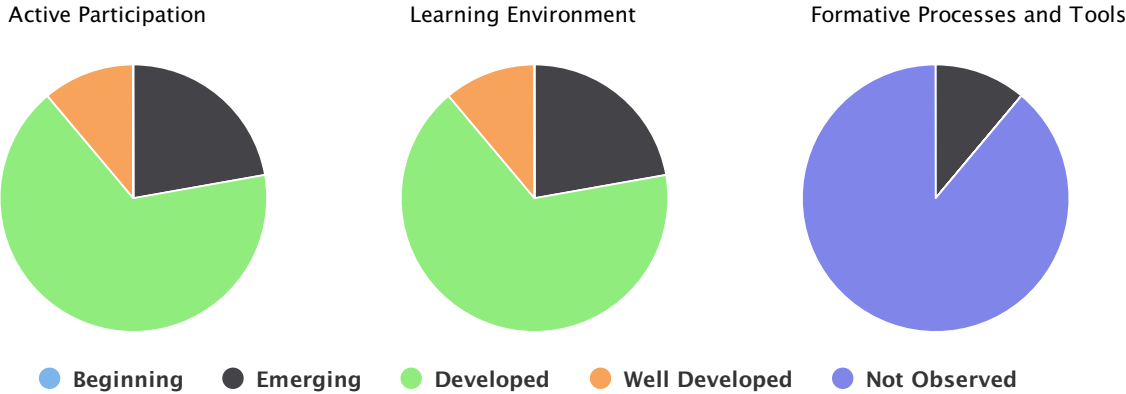
Evidence of Learner Engagement—The consultant observed classrooms to rate the aggregate degree of learner engagement for three specific indicators: Active Participation, Learning Environment, and Formative Processes and Tools. The degree to which each indicator was observed was rated as Beginning, Emerging, Developed, Well Developed, or Not Observed.

The faculty and staff at Robbinsdale have worked diligently to create a culture and climate where students feel safe and respected, and trusting relationships between students and teachers were visible. Active Participation was at Developed or Well Developed levels in seven of the classrooms visited. In these classrooms, there was a mix of teacher- and student-led work, students remained focused and on task, and students progressed productively through the learning. Of the nine classes visited, eight were at the Emerging or Developed levels for Learning Environment, with six of the classes at the Developed level. In these classes, students were encouraged to take risks, allowed to struggle productively through learning the content, and praised for their efforts. Students shared that they felt safe in making mistakes and that they were told a wrong answer was better than no answer.

The most challenging area of learner engagement for teachers was Formative Processes and Tools. The inclusion of formative processes to gauge student mastery was Not Observed in eight classes. Teachers would benefit from investigating research-based formative processes that allow both teachers and students to measure progress toward mastering the learning and identifying methods to allow for adjusting instruction accordingly.

Evidence of Engagement

of Visits: 9



	Total	Beginning	Emerging	Developed	Well Developed	Not Observed
Active Participation	9	0	2	6	1	0
Learning Environment	9	0	2	6	1	0
Formative Processes and Tools	9	0	1	0	0	8

Teaching	
Strengths	Needs
<ul style="list-style-type: none"> Administration and teachers recognize that it is necessary to explore new, more engaging, and more rigorous instructional practices to help students become successful in learning beyond knowledge and comprehension. Positive relationships exist between staff and students, students and students, and among the staff itself. Data systems are routinely audited to ensure they continue to align to vision and goals, and data checks occur every six weeks. Various assessment data is available and used to monitor student progress. Students said that they feel safe, cared for, and encouraged to do their best. 	<ul style="list-style-type: none"> High expectations for student achievement through rigorous and relevant instruction need to be clearly defined, and instructional practices need to consistently reflect high expectations. Continued professional development for administration and teachers on the use of the <i>Rigor/Relevance Framework</i> will provide for a wider range of tools and strategies available when planning instruction. Professional development is needed for teachers in creating lessons that fall in Quadrants B, C, and D of the <i>Rigor/Relevance Framework</i>. Models of rigorous and relevant instruction at all grade levels should be developed and shared. A complete articulation, both vertical and horizontal, is needed for grades K-5.

Instructional Leadership
Overall Rating: *Emerging*

The DSEI defines Instructional Leadership as school-wide practices focused on enhancing instruction. Grade level teams meet at least once a week and are looking for big picture trends. Although data is consistently collected, the principal wonders if the data could be more varied. She also questioned whether Tier I instruction data is adequate or if the school can do better. Data checks, including walk through data, occur every six weeks during PLC. The Measure of Academic Progress (MAP) assessment is new to the district and as teachers become more adept in analyzing that data, it will help them improve learning for all students and help them make better informed decisions about next steps in promoting all students’ academic growth.

Robbinsdale recognizes that data plays a key role in planning targeted professional development opportunities for teachers. The challenge is creating time in the schedule. In an interview, the principal expressed a need for professional development that is differentiated and based on school needs.

The integration of math in other content areas was not observed. Showing students how what they learn in math is used in other content, such as science or social studies, will help students in understanding and applying their math knowledge. Students shared how math was so much easier when their teacher connected it to shopping. There seems to be some minimal integration of literacy. In one class, students were reading *Grandmother’s Dreamcatcher*, and the teacher connected the lesson with social studies. During class observations, technology was used mainly during learning stations.

The school recognizes that instruction must be differentiated so that all students can demonstrate mastery of standards. Incorporating high yield instructional strategies in classes is part of the school’s action plan for the 2021-22 school year.

It was evident both through interviews and class observations that teachers care deeply for their students and are passionate when it comes to building strong relationships with their students and their families. Teachers stated that they are a big piece of their students’ lives, and parents voiced that the staff has cultivated a great atmosphere and comforting environment at Robbinsdale. Parents also expressed pleasure with the positive communications they receive from both teachers and the school. During student interviews, students shared that they felt safe and cared for and that their teachers were interested in their personal lives.

The school is reaching out to parents and the community to further develop a partnership for success; however, staff feel that family and community engagement could be stronger. Robbinsdale is planning family engagement opportunities to assist parents in helping their children with their educational needs.

The DSEI chart that follows shows the school’s stage of development for each indicator pertaining to instructional leadership based on the ICLE consultant’s review. It can be used as a starting point for building even stronger instructional leadership.

Instructional Leadership	Beginning	Emerging	Developed	Well Developed	
Urgency for Higher Expectations					
Develop, Implement, and Monitor Curriculum Alignment to Standards					
Literacy, Math, and Technology Across All Content Areas					
Data-Driven Decision Making to Inform Instruction					
Professional Collaboration & Growth					
Engage Family and Community in the Learning Process					

Instructional Leadership	
Strengths	Needs
<ul style="list-style-type: none"> Collaboration is occurring at all grade levels, even if in a variety of ways. It is recognized that instruction must be differentiated and include high impact strategies so that all students can demonstrate mastery of standards. Data is collected to measure the achievement of students and provide intervention support, mainly through online learning programs and What I Need (WIN). There is evidence of some parent involvement and planned parent/community activities. The school desires to increase existing partnerships. 	<ul style="list-style-type: none"> Professional development is needed for all staff on integrating literacy and math across disciplines. A focus of instruction needs to be on increasing rigor, relevance, and student engagement. Methods for gauging levels of rigor, relevance, and learner engagement in classrooms/lessons need to be developed and implemented and observed via classroom walkthroughs. Training on analyzing assessment data and its use in planning data driven instruction would be useful. Opportunities can be planned for teachers to share best instructional practices including peer observations. Planning family engagement opportunities to assist parents help with their children's educational needs has been a challenge.

Organizational Leadership
Overall Rating: *Developed*

The DSEI defines Organizational Leadership as a function involving the mentality, structure, focus, and commitment to create an environment in which learning is optimized. Teachers and staff care deeply for the students and are dedicated to creating a safe and caring environment, as evidenced during the onsite visit.

During interviews, parents said that school communication is excellent and that teachers respond in a timely fashion to their emails. They also stated that the teachers know them and their students. They added that teachers’ actions have helped their students feel less stress during the pandemic. Students said that they felt safe in school and that they were encouraged by their teachers when they made a mistake. The school’s Conscious Discipline program is having a positive impact on student-teacher and student-student relationships.

Family engagement programs to encourage more parents to become involved in their students’ education are being planned. In addition, the school hosts Back to School Night, and parent/teacher conferences.

There are many opportunities for teachers to serve in leadership roles. The principal stated that her vision is growing leaders through excellence. The Building Leadership Team is now titled the Impact Team and includes a teacher from each grade level. Members then each serve as leaders on other committees or teams. Data systems are routinely audited to ensure they continue to align to vision and goals, and data checks occur every six weeks.

The DSEI chart that follows indicates the current level of organizational leadership based on the consultant’s observations, interviews, and WE Survey results.

Organizational Leadership	Beginning	Emerging	Developed	Well Developed	
Create a Culture of High Academic Expectations, Positive Relationships					
Establish a Shared Vision, Communicate to All Groups					
Align Structures/Systems to Vision					
Build Leadership Capacity Through Empowerment					
Align Teacher/Leader Selection, Support, and Evaluation					
Support Decisions with Relevant Data Systems					

Organizational Leadership	
Strengths	Needs
<ul style="list-style-type: none"> • There is an awareness of the need to establish a culture of high expectations for students. • The school has established a positive school climate in which students feel safe, cared for, and encouraged to do their best. • Leadership is actively encouraged at all levels. • In some cases, data appears to be used for grading and interventions, and there is understanding of the need to use data for improvement, planning, and development of school priorities. • There is evidence of some parent involvement and a desire to increase that partnership in different ways. • There is a vision statement for staff and students and an action plan has been collaboratively created. 	<ul style="list-style-type: none"> • A culture of high expectations for students and staff needs to be established, with systems focused on students’ needs, strengths and challenges, and success. • Using the DSEI and CIR rubrics/tools to obtain feedback on lesson development, progress monitoring, and goal setting will help toward school-wide improvement. • Data gathering and analysis processes can continue to be strengthened. • Common formative assessments would be useful for collaborative debriefing cycles on the various initiatives and implementation efforts. • With increased engagement and communication, parents can more fully support the school’s vision and mission and help students become college and career ready.

SUMMARY OF FINDINGS

The atmosphere at Robbinsdale Elementary School is one where students feel safe and loved and exudes warmth and trust. Teachers stated that “we are a big piece of their lives and take on more responsibilities than just being their teachers.” They clearly collaborate and support each other within their grade level teams. The teachers interviewed indicated that they consider the staff members to be like family, and they are genuinely interested in ensuring the success of their students. Implementation of Conscious Discipline across the school was evident in classes where consistent routines and procedures were in place. This has led to a positive, focused learning environment throughout the school.

The teachers and staff are committed to building strong relationships and productive, student-centered classrooms. When asked how they knew their teachers knew and cared about them, students replied: “They ask about us and what we like to do. We share about our families, and we play games to tell them about us.” In addition, students said that because their teachers care for them, they feel it’s okay to make a mistake because a mistake is better than no answer. They added that they were given choices in their work and were happy and were respectful of each other and teachers. The students actively participated in class and academic discussions. They were comfortable sharing personal experiences and there was an overall feeling of comfort and trust in the classroom.

During interviews, parents said that school communication apps such as ClassDojo have been excellent, and that teachers respond in a timely fashion. They also stated that the teachers knew them and their students. They added that the students come home happy.

In several classrooms observed for Thoughtful Work, students were analyzing, synthesizing, and/or evaluating to complete tasks. Teachers allowed students to self-select ways to represent their thinking. Teachers asked the majority of the questions and most of those questions were at the recall, retell and comprehension level. In a few classes, students were answering questions that required higher level thinking, however, there were few opportunities for students to ask questions. Students were sharing information with peers about their learning in a few classes; however, academic discussions were not observed in most classes. During some class visits, students were justifying their answers.

Levels of relevance during class visits were at the lower end for Meaningful Work, Authentic Resources, and Learning Connections. Providing opportunities for students to connect their learning tasks to the real world or creating interdisciplinary lessons would increase relevance and make high rigor possible.

The culture and climate of classrooms was conducive to learning, as respectful relationships provided the potential for effective use of teaching and learning time. Students were on task and the learning environment provided a safe place for students. Students were encouraged to take risks and persevere through struggles during the learning process and were praised for doing so. Classroom routines and procedures were evident and consistent during the visits, and students demonstrated respect for their peers, the teacher, and the learning environment.

The main areas of need are increasing the levels of rigorous and relevant instruction across all grade levels, differentiated instruction based on data, and formative assessment training to provide further insight into student growth. With focused professional development, teachers will

be able to engage students actively in Quadrant D lessons that require analyzing, evaluating, or creating to solve real-world problems that have more than one solution.

To further support the school's efforts to increase rigor, relevance, and learner engagement, the following recommendations are made.

- Expand professional learning opportunities for administrators, teachers and support staff that provide:
 - support structures for implementing the *Rigor/Relevance Framework* as a planning and reflection tool.
 - training for all teachers and administrators on the use of high impact instructional strategies that will actively engage all students in rigorous and relevant learning.
 - analysis of lesson plans using the rigor, relevance, and engagement rubrics to develop a common vocabulary for well-developed teaching and learning.
 - development of high-level questioning strategies to challenge students to use critical thinking skills including analysis, synthesis, and evaluation.
- Utilize questioning strategies that challenge students to generate questions about instructional content.
- Monitor student growth and develop plans for supporting students at various levels.
- Utilize formative assessments to plan, modify, and differentiate instruction.

RECOMMENDATIONS

Teaching

- Identify and use tools in planning that can support increasing the level of rigor and relevance.
- Use and infuse more choices in student work, which should reflect real-world applications of knowledge to unpredictable problems that use unique solutions.
- Provide instructional coaching to all staff on the many tools and resources available to support rigorous and relevant instruction for all students, including instructional strategies for increasing levels of rigor and relevance in lessons developed by individual teachers and grade-level teams.
- Provide professional development specifically targeting the school's needs and the use of the *Rigor/Relevance Framework* to provide for a wider range of tools and strategies available when planning instruction.
- Examine the current use of formative processes in classrooms. Revise as necessary so that formative processes are used effectively to monitor student progress, adjust instructional pacing, plan differentiated instruction, and give helpful feedback to students.
- Establish opportunities for teachers to engage in strategic peer observations so they can gain insight into instruction and become more reflective of the levels of rigor, relevance, and engagement in their lessons. Consider using the CIR rubrics in this process.
- Increase the use of multiple resources for student work and routinely connect learning to college and career readiness in all student learning.

Instructional Leadership

- Develop a more rigorous and relevant instructional program that will challenge all students. Use the *Rigor/Relevance Framework* as a unifying concept for all initiatives, such as collaborative conversations, close reading, and writing.
- Provide *focused* professional development for administrators and classroom teachers in order to support efforts to increase levels of rigor and relevance in lesson development and assessments.

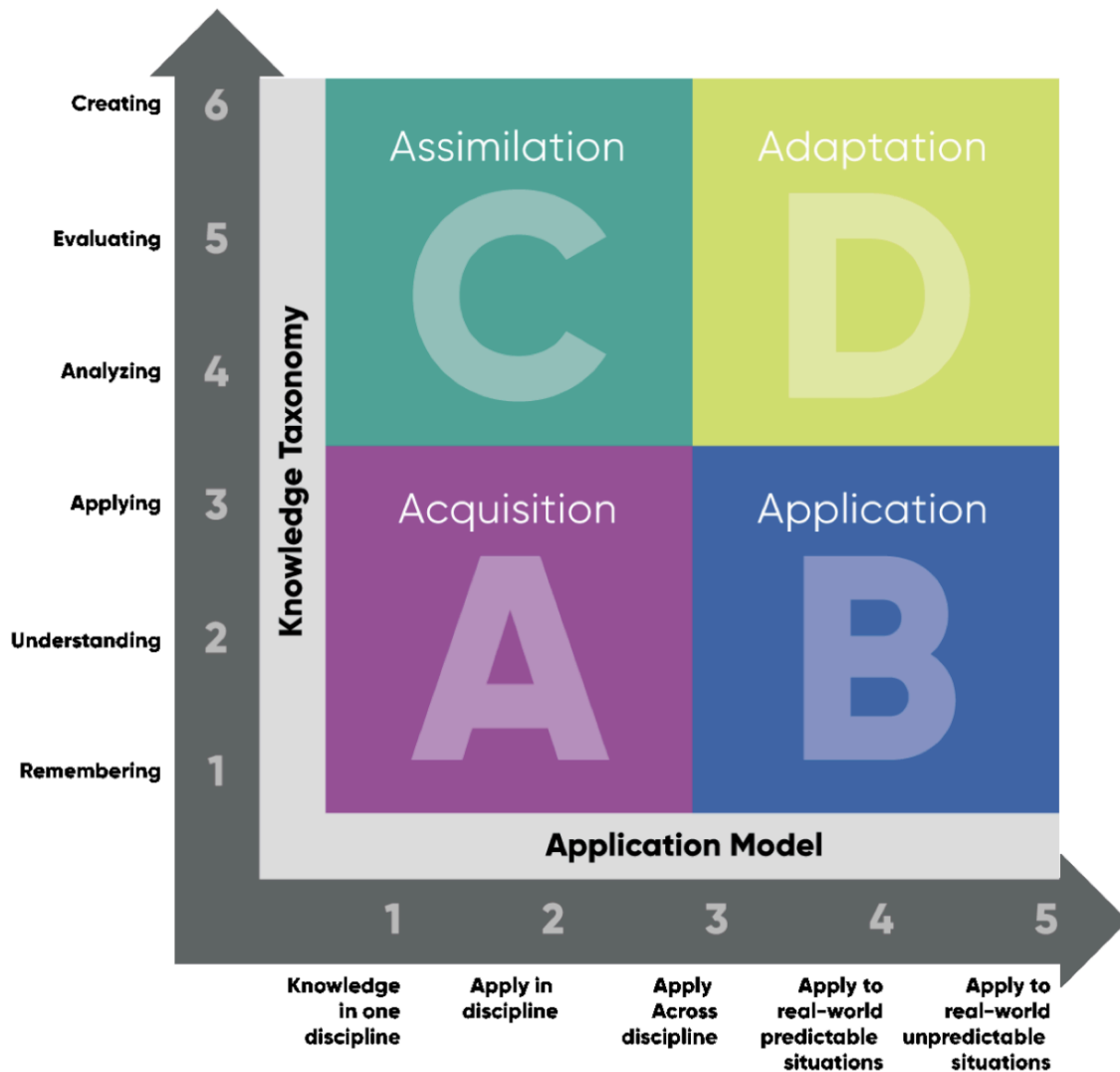
- Agree to strategies that further strengthen literacy and math across the curriculum.
- Increase the use of technology as a tool for relevant and authentic instruction. Incorporate more strategies that include hands-on technology in real-world applications that are connected to students' lives.
- Methods for gauging levels of rigor, relevance, and learner engagement in classrooms/lessons need to be developed and implemented and observed via classroom walkthroughs.
- Provide training on analyzing assessment data and its use in planning data driven instruction.
- Plan opportunities for teachers to share best instructional practices, including peer observations.
- Provide assistance in planning family engagement opportunities that will assist parents with their children's educational needs.
- Provide professional development focused on and based on school and staff needs.

Organizational Leadership

- Focus on the newly revised vision and action plan, and implement structures to help facilitate a culture that advances rigorous and relevant learning for all students.
- Implement a system of frequent classroom visits by the administration and teacher leaders that focus on improving instructional practices. Consider using the CIR tools in this process.
- Refine the skills of the Impact Team members to lead and support the structures and systems being implemented for the targeted school-wide initiatives.
- Help the Impact Team use the DSEI and CIR rubrics and tools to collaboratively assess, debrief, and obtain stakeholder feedback, monitor progress, and set next-step goals toward school-wide improvement.
- Continue building leadership and capacity in teachers, classified staff, parents, and students to ensure that all stakeholders share and own school-wide organizational goals and values.
- Continue to strengthen data gathering and analysis processes.
- Use common formative assessments for collaborative debriefing cycles on the various initiatives and implementation efforts.
- Work to support increased parental engagement and communication so that parents can more fully support the school's vision and mission and help their students become college and career ready.

APPENDIX A

Rigor/Relevance Framework®



Thinking within this framework helps teachers integrate more active, real-world learning into their lesson structures by breaking down passive vs. active learning. For example, when instruction and expected student learning is in Quadrant A, the focus is on teacher work. Teachers expend energy to create and assess learning activities—providing lesson content, creating worksheets, and grading student work. In this scenario, the student becomes a passive learner. When instruction and expected learning moves to Quadrant B, the emphasis is on a student doing work that applies in the real world. This generally takes more time for students to complete. When instruction and expected learning fall in Quadrant C, a student is required to analyze, compare, create, and evaluate. Traditionally, this has been the highest level of learning with which students graduate from high school. Quadrant D learning requires student-centered learning where students understand and conceptualize relevant applications for the content being covered. Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies on lecturing does not provide students with optimal learning opportunities. Instead, students go to school to watch the teacher work. The *Rigor/Relevance Framework* helps teachers to effectively plan their coursework over the year to facilitate student growth and develop the qualities of a lifelong learner.

APPENDIX B – Collaborative Instructional Review Rubric

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content. 	<ul style="list-style-type: none"> Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation. 	<ul style="list-style-type: none"> Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	<ul style="list-style-type: none"> Learning tasks include one assigned way for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks include one or more assigned ways for students to demonstrate their thinking. 	<ul style="list-style-type: none"> Learning tasks allow students to self-select options to best represent their thinking. 	<ul style="list-style-type: none"> Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students respond to questions that mainly focus on basic recall and retell. Few students ask questions, and most questions asked focus on basic recall or retelling of content. 	<ul style="list-style-type: none"> Students respond to questions that demonstrate a comprehension of content. Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information. 	<ul style="list-style-type: none"> Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking. 	<ul style="list-style-type: none"> Students actively engage in developing rigorous questions to challenge the thinking of their peers. Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	<ul style="list-style-type: none"> Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson includes questions at a range of levels, but not all students are required to respond to each question. 	<ul style="list-style-type: none"> Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond. 	<ul style="list-style-type: none"> Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers. 	<ul style="list-style-type: none"> Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. Students provide explanations or evidence of their thinking and respond to their peers' comments. 	<ul style="list-style-type: none"> Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. 	<ul style="list-style-type: none"> Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	<ul style="list-style-type: none"> Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. 	<ul style="list-style-type: none"> Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. 	<ul style="list-style-type: none"> Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. 	<ul style="list-style-type: none"> Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

APPENDIX B – Collaborative Instructional Review Rubric

Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills. 	<ul style="list-style-type: none"> Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. Student work requires application of knowledge learned during the lesson/unit. 	<ul style="list-style-type: none"> Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality. Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study. 	<ul style="list-style-type: none"> Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original. Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.
Instructional Design	<ul style="list-style-type: none"> Lesson provides students an opportunity to demonstrate foundational understanding of content. 	<ul style="list-style-type: none"> Lesson provides students an opportunity to complete a specific task that requires application of knowledge. 	<ul style="list-style-type: none"> Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task. 	<ul style="list-style-type: none"> Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.
Authentic Resources	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students mainly engage with one source of information for the lesson and/or unit. Students use one source to complete tasks focused on making simple connections to content. 	<ul style="list-style-type: none"> Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. Students use one or more sources to complete real-world tasks focused on making simple connections to content. 	<ul style="list-style-type: none"> Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research. 	<ul style="list-style-type: none"> Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources. Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.
Instructional Design	<ul style="list-style-type: none"> Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text. 	<ul style="list-style-type: none"> Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource. 	<ul style="list-style-type: none"> Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks. 	<ul style="list-style-type: none"> Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.
Learning Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students seldom have the opportunity to engage in content that has explicit connection to real-world application. Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson. 	<ul style="list-style-type: none"> Students occasionally engage in content that has explicit connection to real-world application. Some students begin to articulate the connections between content learned and real-world application. 	<ul style="list-style-type: none"> Students engage in content that has explicit connections to real-world applications. Students clearly articulate the connections between content learned and real-world application. 	<ul style="list-style-type: none"> Students discover opportunities to apply content to their lives as well as real-world application. Students independently make thoughtful connections between content learned and real-world unpredictable situations.
Instructional Design	<ul style="list-style-type: none"> Lesson provides appropriate content, but without explicit connections to real-world application. 	<ul style="list-style-type: none"> Lesson provides some opportunities to connect content learned to real-world application. 	<ul style="list-style-type: none"> Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications. 	<ul style="list-style-type: none"> Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.

APPENDIX B – Collaborative Instructional Review Rubric

Relationships Rubric

Vulnerability	Beginning	Emerging	Developed	Well Developed
Student Learning	<ul style="list-style-type: none"> In learning tasks or discussions, students do not use the language of growth and learning to address the typical emotional highs and lows of learning. Unproductive feedback discourages students in the face of mistakes or perceived failures rather than offering constructive strategies to improve and grow. 	<ul style="list-style-type: none"> Students are exposed to the language of growth and learning through discussion and/or feedback and indicate some use of it on their own. Students begin to reframe perceived failures or setbacks as an opportunity for growth and learning. 	<ul style="list-style-type: none"> Students understand the language of growth and learning and verbalize how it influences their self-perceptions as learners and motivates them to meet high expectations. Students feel safe and validated expressing or honoring their feelings about learning, particularly their frustrations and the joys of overcoming challenges. 	<ul style="list-style-type: none"> Students voluntarily express how they felt as they struggled, made mistakes, and turned setbacks into learning opportunities; students can identify and explain their emotions. Students demonstrate a positive self-perception as learners with unlimited potential and believe their teachers perceive them similarly.
Instructional Design	<ul style="list-style-type: none"> Lesson plans include questions that ask students only what they learned, not also how they felt as they learned, precluding opportunities for teachers to validate and normalize students' emotional experiences. Teacher uses fixed-mindset language (e.g. "You're smart," or "This is hard for you") and/or promotes low student learning expectations. 	<ul style="list-style-type: none"> Using the language of growth and learning in feedback or conversation, the teacher shares personal stories of learning struggles and how she turned setbacks into growth. At least some learning tasks incorporate students' emotions and leave space and time for students to overcome challenges and practice bouncing back. 	<ul style="list-style-type: none"> Lesson plans include flexible and tailored SEL strategies to incorporate the language of learning and growth into conversation; the teacher is careful to acknowledge and validate students' emotional experiences as they are shared. Teacher integrates multiple and varied opportunities for students to reflect on their learning and progress towards meeting high expectations, e.g. through journaling, self-assessment, goal setting, etc. 	<ul style="list-style-type: none"> Teacher allows students' natural emotions to emerge and is prepared with a broad knowledge of flexible SEL strategies to address and validate them in real time, such that social and emotional learning skills are seamlessly integrated into all learning. Teacher makes a point to celebrate when students overcome challenges, meet high expectations, take risks, and discover new potential, demonstrating her belief in their potential as whole people.
Connection	Beginning	Emerging	Developed	Well Developed
Student Learning	<ul style="list-style-type: none"> Student learning artifacts and how students talk about their work show no evidence that they understand how their interests, passions, culture, and/or personal/family lives can be relevant to learning and foster connection with teachers and classmates. Students are not given opportunities to and/or do not share details of their personal interests and lives. 	<ul style="list-style-type: none"> Students occasionally incorporate their interests, passions, culture, and/or personal/family lives into their learning. Some students can identify some of their strengths and talents and/or indicate feeling safe asking for help when learning stretches beyond current strengths. 	<ul style="list-style-type: none"> Students can identify some strengths and talents and are encouraged to apply them in their learning, particularly when it aligns with their interests, passions, culture and/or personal/family lives. When prompted, students demonstrate feeling safe asking for help or sharing struggle, personal or academic, with their teacher. 	<ul style="list-style-type: none"> Students feel safe volunteering their interests, passions, culture, and/or details of their personal/family life with peers for the sake of sharing with, learning from, and connecting with each other. Students show their trust for their teacher by initiating questions, asking for clarity when need it, and vocalizing personal or academic struggles.
Instructional Design	<ul style="list-style-type: none"> Learning tasks do not yet regularly involve student interests, passions, culture and/or personal/family lives. Teacher and student interactions are centered primarily on academic content; there is little evidence of interactions based on students' interests, passions, culture, and/or personal family lives. 	<ul style="list-style-type: none"> The teacher devotes some time to getting to know each student on a personal level to foster trust; begin to discern students' strengths and weaknesses; and learn about students' interests, passions, culture and/or personal/family lives. Some time is devoted to delivering personalized, scaffolded instruction to connect individually with students and meet their current learning needs. 	<ul style="list-style-type: none"> Teacher habitually asks students what interests them and helps them incorporate this into their learning in a way that leverages their strengths. Teacher intentionally plans multiple opportunities within a lesson to ask students if they need help or support and scaffolds and/or personalizes instruction as needed. 	<ul style="list-style-type: none"> Lesson plans, learning tasks, and tools empower students to self-direct learning based on their interests, passions, culture, and/or personal/family life and encourage family involvement whenever possible. Instruction is scaffolded and personalized whenever possible to meet each student where he or she is.
Compassion	Beginning	Emerging	Developed	Well Developed
Student Learning	<ul style="list-style-type: none"> Student behavioral issues and high stress/tension are common in the classroom. Disproportionalities are evident in classroom participation, disciplinary issues, and some or most students appear to hold biases towards each other. 	<ul style="list-style-type: none"> Student behavioral issues (and their punitive responses) and interruptions can sometimes derail learning. Productive and positive engagement is evident in more than one student demographic group. 	<ul style="list-style-type: none"> Students demonstrate support and/or sympathy for peers, particularly in moments of stress or misbehavior, and attempt to de-escalate stress and tension as it arises. Students demonstrate a lack of exclusionary behavior, judgmental attitudes, or stereotype-based thinking towards peers and are open to learning from and with every classmate. 	<ul style="list-style-type: none"> Students have a set of productive stress reduction and coping mechanisms they apply on their own as needed, both for themselves and as suggestions to classmates. Students self-regulate behaviors and contribute to a cohesive, positive, and compassionate classroom where every student has the opportunity to be seen, heard, and understood.
Instructional Design	<ul style="list-style-type: none"> The teacher opts to punish a misbehaving student (punitive approach) rather than trying to understand and address the root cause with compassion (empathetic approach). Teacher biases are evident in instructional delivery, expectations of students, learning structures, and/or interactions with students. 	<ul style="list-style-type: none"> The teacher occasionally uses flexible SEL instructional strategies to cope with and mitigate social-emotional, stress-related, or behavioral issues in real time. The teacher makes an effort to engage students from all backgrounds and identities in classroom discussion and learning tasks. 	<ul style="list-style-type: none"> Teacher applies strategies to prevent behavioral issues from derailing instruction and holds private, appropriate conversations with disruptive students to understand and address the root cause and uses punitive measures infrequently. Lessons are designed to cultivate empathy, foster understanding and teach the value of compassion in the classroom. 	<ul style="list-style-type: none"> Teacher has cultivated a compassionate learning environment such that students self-mediate disruptions before teacher gets involved. Teacher embodies and models empathy, and seizes opportunities for growing compassion for classmates and the culture at large.

APPENDIX B – Collaborative Instructional Review Rubric

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. Lesson is teacher led and students progress through new learning with some challenges with productivity. 	<ul style="list-style-type: none"> Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. Lesson is led by the teacher, and students productively progress through new learning. 	<ul style="list-style-type: none"> All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning. 	<ul style="list-style-type: none"> All students remain on-task and proactively engaged throughout the lesson. Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	<ul style="list-style-type: none"> Lesson relies mainly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. 	<ul style="list-style-type: none"> Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. 	<ul style="list-style-type: none"> Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. Students demonstrate respect for peers, teacher, and the learning environment. 	<ul style="list-style-type: none"> Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	<ul style="list-style-type: none"> Classroom learning procedures and routines are inconsistently communicated and/or implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are visible, but are not consistently implemented. 	<ul style="list-style-type: none"> Clear classroom learning procedures and routines are visible and are consistently implemented. 	<ul style="list-style-type: none"> Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. 	<ul style="list-style-type: none"> Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs. 	<ul style="list-style-type: none"> Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	<ul style="list-style-type: none"> Results from formative processes and tools are used to monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress. 	<ul style="list-style-type: none"> Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.