

Instructional Infrastructure

This system is concerned with implementing and supporting a vision of high quality, ambitious subject specific instruction to impact student/teacher performance in districts where systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent and aligned district and building systems to ensure success for all students.

Vision of High Quality Instruction	
Evidence of Practice	Installation Indicators
1. The district communicates its vision for subject area teaching and learning, social and emotional learning, its instructional frameworks, and its proficiency expectations for student learning and performance.	1. Published district instructional vision documents and instructional frameworks. 2. Documented and published outcomes for student learning (that go beyond % proficient on standardized tests).
2. The district describes and communicates explicit high quality subject specific instructional practices that are aligned with the district's specific student-learning targets.	3. Documented and published vision of high quality subject specific instructional practices.
Curriculum & Assessment	
Evidence of Practice	Installation Indicators
1. The district provides curriculum frameworks that specify the academic targets (the sequence, pace, and units of instruction for all subjects and grades) as well as the non-academic targets (social, emotional, health, and	1. District publishes a curriculum framework that specifies the sequence, pace, and units of instruction for all subjects and grades. 2. Frequency that teachers and instructional leaders use frameworks. 3. District publishes curriculum implementation guides that are aligned to

nutritional learning).	the instructional vision and which include social and emotional learning.
2. The district ensures that each building has curricular materials that are directly aligned to the vision for high quality subject-specific instruction.	<ol style="list-style-type: none"> 1. Asset inventory lists indicate which curricular materials are available. 2. District has walkthrough protocols for use by district and building leaders that focus on vision and use of supporting curricular materials.
3. The district develops assessments that align to the curricular visions and frameworks that can inform instructional improvement.	<ol style="list-style-type: none"> 1. The number of assessments that the district has available that align to the instructional vision for each core subject. 2. District has evidence of the frequency/time that teachers and instructional leaders use to examine data during professional learning and teacher collaboration sessions.
4. The district provides assessments for the ongoing identification of struggling students who need differentiated academic support.	<ol style="list-style-type: none"> 1. The district has screeners/interim, and/or formative assessments available. 2. The district provides results from screeners, interim, and/or formative assessments. 3. Number of students identified for instructional intervention.
5. The district provides curricular resources that are specific for differentiated academic support for struggling students.	<ol style="list-style-type: none"> 1. List of intervention materials are readily available for teachers in all content areas.
6. The district provides an effective system to identify and deliver academic support on a continuum of intensity that is matched to individual student need.	<ol style="list-style-type: none"> 1. Evidence of a continuum of instructional support. 2. Number of students who receive increasing intensity of instructional support beyond tier one classroom instruction. 3. Evidence of positive impact on individual student learning as a result of the continuum of instructional support.
Instructional Improvement Network	
Evidence of Practice	Installation Indicators
<ol style="list-style-type: none"> 1. The district has a process for collecting student need data and teacher performance data to inform instructional support. 	<ol style="list-style-type: none"> 1. The district provides results from screeners, interim, and/or formative assessments. 2. The district has a schedule for district-wide assessments. 3. The district has a process and tool to collect formal and informal teacher observations (# or % of instructional practices observed during walkthroughs/coaching routines related to the district instructional

	vision).
2. The district provides differentiated professional learning for teachers that is aligned to the vision for high quality instruction, supports teachers understanding of curricular frameworks, curricular materials, and assessments.	<ol style="list-style-type: none"> 1. The district has evidence of the number of hours teachers spend in PL and the degree to which the PL is directly related to district vision. 2. The district has evidence of a professional learning calendar, schedule, or learning plan for individual or small groups of teachers.
3. The district ensures that teachers have protected time to collaborate around the use of the district instructional vision, curricular frameworks, curricular materials, and assessments.	<ol style="list-style-type: none"> 1. The district has evidence of the number of hours dedicated to teacher collaboration (disaggregate by: time spent on understanding curriculum, curriculum mapping, planning instruction, working on learning tasks together, structured reflection on practice, modeling practices, examining student work/data). 2. Number of teachers included in collaboration time.
4. The district ensures that teachers have protected time to collaborate around improving student performance.	<ol style="list-style-type: none"> 1. The district has evidence of the number of hours dedicated to teacher collaboration (disaggregate by: time spent on understanding curriculum, curriculum mapping, planning instruction, working on learning tasks together, structured reflection on practice, modeling practices, examining student work/achievement data). 2. Number of teachers included in collaboration time.
5. The district provides coaches or content/pedagogy specialists to support teacher learning and collaboration for the purpose of improving instruction.	<ol style="list-style-type: none"> 1. List of coaches and content specialists provided. 2. Frequency of coach/teacher interactions (disaggregate by: time spent in classroom coaching, meeting during teacher collaboration time, scheduled professional learning sessions, analyzing student work/achievement data). 3. Focus of coach/teacher interactions.
6. The district provides differentiated professional learning for all instructional leaders that is aligned to the vision for high quality instruction, supports teachers understanding of curricular frameworks, curricular materials, and assessments.	<ol style="list-style-type: none"> 1. District has evidence of the number of hours leaders spend in professional learning and the degree to which the professional learning is directly related to district vision. 2. The district has evidence of a professional learning calendar, schedule, or learning plan for individual or small groups of leaders.

<p>7. The district provides differentiated professional learning for all instructional leaders to develop their instructional leadership practices and routines.</p>	<ol style="list-style-type: none">1. District has evidence of the number of hours leaders spent in PL and the degree to which the PL is directly related to supporting teachers instructional improvement.2. The district has evidence of a professional learning calendar, schedule, or learning plan for individual or small groups of leaders.
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