**Charter Network Accelerator Instructional Model: Self-Assessment Network:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Context:** This framework aims to provide you with a defined set of criteria for a coherent and effective Instructional Model that will support a network in scaling with quality. We do not imagine you have all of these criteria right now, nor should you work to improve or build them all in one year. We believe it is helpful, though, for you to see the whole – the design work that the highest-performing charter networks take on to build their models – and to self-assess against it to see where you currently are.

At times, the Success Criteria below are purposefully neutral in position. For example, one success criteria is that a network has “clarity on the responsibilities and decision rights of the network team, school leaders and teachers in designing and executing on the instructional model.” Within that criteria though, networks can answer that question differently and be successful. Other times, the Success Criteria do take a position due to strong trends in what has been successful across networks. For example, “time for teachers to calibrate grading of targeted written work to a common rubric and exemplar.” Many networks with different types of instructional approaches have found this practice to be a powerful driver of quality teaching and learning as they scale, so we take a position in including it as a Success Criteria. As we learn from your networks and from other successful networks around the country, we will continue to improve this Instructional Model.

**Snapshot of Instructional Model:**

* Instructional Program Principles
* Instructional Program Foundation
	+ Role of Network
	+ Course of Study
	+ Assessment Strategy
	+ Vision for Instruction Across Content
* Instructional Design *Applied to Each Content Area: Math, Science, ELA, Social Studies, you could choose to apply to Specials, Language Class, etc.)*
	+ Program Overview (content area vision/beliefs, components of program, minutes of day)
	+ Curriculum: Scope and Sequence
	+ Curriculum: Assessment
	+ Curriculum: Instructional Resources (units, lessons, student work)
* Special Services Program (not named below in the self-reflection, but a clear part of the Instructional Model)
* Implementation: Assessment Practices
* Implementation: Learning Environment
* Implementation: People Development
	+ School-Site Coaching
	+ Teacher PD
	+ Leader PD
	+ Career and Pipeline Development

**Charter Network Accelerator Instructional Model: Self-Assessment Network:**

**Directions for Completing:**  Between November 4th and November 23rd, the CEO and Instructional Leader meet and assess your network against the success criteria in this Instructional Model, capture short notes on your rationale and/or include data or links to documents, and share your current level of priority on improving this. **Send this reflection to Stephanie Lyon by November 23rd.**

**When rating, a 1 means you don’t have this criteria at all. A 3 means you have it, but it lacks impact, clarity, or quality implementation. A 5 means you have this criteria, and it is implemented as a strong driver of student achievement and/or network effectiveness.**

We encourage you to look at sample artifacts aligned to this model [here](https://drive.google.com/drive/u/1/folders/0B1tukNQxQf1MUXlOdFlsdl9yUlU). We will be using these assessments to give us context on your network, to support an introductory conversation between the Instructional Leader (CEOs are welcome to join!) of each network and Stephanie Lyon and Emily Shisler, our Directors of Academic Support, and to inform our session design for our workshops. Please reach out with any clarifying questions or bring questions to your conversation with Stephanie and Emily.

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| **Aspects of Model** | **Success Criteria** | **Guiding Questions to Help You Reflect** | **Reflection on Current State** | **Rating from 1 - 5** (1 – low; 5 – high. See above for detail) | **What Level of Priority Do You See in Improving This?** (be brief ☺) |
| **Instructional Program Principles**  | Core beliefs or principles that help us make decisions and drive the entire design of our academic model, including alignment to college and career readiness (ex: all kids take AP; focus on student independence; blended learning)  | What are the 3-5 bedrocks of our instructional strategy that will drive other decisions in our model? Who are we as a network? Who aren’t we?  |  |  |  |
| **Instructional Program Foundation** | Clarity on the responsibilities and decision rights of the network team, school leaders and teachers in designing and executing on the instructional model  | What role will the network play in the design, execution, and accountability of our instructional model? What role will school leaders and teachers play? What are the instructional model decisions that will be consistent across all schools? What will be recommended, but not mandatory? What can vary? |  |  |  |
| Common course of study  | What courses will every student take in our network? Have we vertically aligned the courses and expectations for student outcomes across our grade levels? |  |  |
| Assessment strategy that clarifies why you assess, the design, purpose, and intended use of each assessment and minimizes redundancy (summative, interim, formative, universal screener for ELA/Math) | Have we outlined all required assessments for our schools and the purpose and intended use of each assessment? Have we minimized redundancies in assessments ~~to avoid t~~? |  |  |
| Clear picture of instructional excellence that applies across grades and subjects and informs evaluation and training | What is our common vision for excellent instruction across content areas (core teaching rubric)? How does is this vision aligned to our training and evaluation?  |  |  |
| **Aspects of Model** | **Success Criteria** | **Guiding Questions to Help You Reflect** | **Reflection on Current State** | **Rating from 1 - 5** (1 – low; 5 – high. See above for detail) | **What Level of Priority Do You See in Improving This?** (be brief ☺) |
| **Instructional Design for ELA Program**  | Program overview that outlines content area vision/beliefs, components of program, the vision of excellence for each component of the program, and how it all fits into the day(ex: K-2 Reading Program is Guided Reading, Phonics and Fluency with Reading Mastery, Interactive Read Aloud, etc.) | What are our beliefs about instruction in this content area?What does the program look like for this content area? How are we organizing our instructional time? What level of guidance do we want to provide for people (by each content area)? |  |  |  |
| Curriculum: Common scope and sequence  | What content will be taught in each grade level and how will that content be sequenced and vertically aligned to a college and career ready bar?  |  |  |
| Curriculum: Common summative assessment  | How will we know that students in a class/school/network have mastered the content of their course? (Is the state test a proxy? Do we need an end of course exam?) |  |  |
| Curriculum: Common interim assessment  | How will we know a few times during the year, if our kids are on track to mastering the content for the year?  |  |  |
| Curriculum: Exemplar formative assessments that provide actionable data to teachers (exit tickets, quizzes, CFUs, conferencing) | What data will our teachers use on a daily/weekly/unit basis to make instructional adjustments for their students? Do we have tools to support this? |  |  |
| Curriculum: Exemplar unit plans (or all unit plans) | Have we shared exemplar unit plans that align with our vision of excellence and supports teachers in their planning?  |  |  |
| Curriculum: Exemplar lesson plans | Have we shared exemplar lesson plans that align with our vision of excellence and supports teachers in their planning? |  |  |
| Exemplar student work for key performance tasks | Have we shared our definition of excellence for student work on important performance tasks? (e.g. these two essays would receive a 4 on this prompt) |  |  |
| **Aspects of Model** | **Success Criteria** | **Guiding Questions to Help You Reflect** | **Reflection on Current State** | **Rating from 1 - 5** (1 – low; 5 – high. See above for detail) | **What Level of Priority Do You See in Improving This?** (be brief ☺) |
| **Instructional Design for Math Program**  | Program overview that outlines content area vision/beliefs, components of program, the vision of excellence for each component of the program, and how it all fits into the day(ex: K-2 Reading Program is Guided Reading, Phonics and Fluency with Reading Mastery, Interactive Read Aloud, etc.) | What are our beliefs about instruction in this content area?What does the program look like for this content area? How are we organizing our instructional time? What level of guidance do we want to provide for people (by each content area)? |  |  |  |
| Curriculum: Common scope and sequence  | What content will be taught in each grade level and how will that content be sequenced and vertically aligned to a college and career ready bar?  |  |  |
| Curriculum: Common summative assessment  | How will we know that students in a class/school/network have mastered the content of their course? (Is the state test a proxy? Do we need an end of course exam?) |  |  |
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| **Instructional Design for Science Program**  | Program overview that outlines content area vision/beliefs, components of program, the vision of excellence for each component of the program, and how it all fits into the day(ex: K-2 Reading Program is Guided Reading, Phonics and Fluency with Reading Mastery, Interactive Read Aloud, etc.) | What are our beliefs about instruction in this content area?What does the program look like for this content area? How are we organizing our instructional time? What level of guidance do we want to provide for people (by each content area)? |  |  |  |
| Curriculum: Common scope and sequence  | What content will be taught in each grade level and how will that content be sequenced and vertically aligned to a college and career ready bar?  |  |  |
| Curriculum: Common summative assessment  | How will we know that students in a class/school/network have mastered the content of their course? (Is the state test a proxy? Do we need an end of course exam?) |  |  |
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| **Aspects of Model** | **Success Criteria** | **Guiding Questions to Help You Reflect** | **Reflection on Current State** | **Rating from 1 - 5** (1 – low; 5 – high. See above for detail) | **What Level of Priority Do You See in Improving This?** (be brief ☺) |
| **Instructional Design for Social Studies / History Program**  | Program overview that outlines content area vision/beliefs, components of program, the vision of excellence for each component of the program, and how it all fits into the day(ex: K-2 Reading Program is Guided Reading, Phonics and Fluency with Reading Mastery, Interactive Read Aloud, etc.) | What are our beliefs about instruction in this content area?What does the program look like for this content area? How are we organizing our instructional time? What level of guidance do we want to provide for people (by each content area)? |  |  |  |
| Curriculum: Common scope and sequence  | What content will be taught in each grade level and how will that content be sequenced and vertically aligned to a college and career ready bar?  |  |  |
| Curriculum: Common summative assessment  | How will we know that students in a class/school/network have mastered the content of their course? (Is the state test a proxy? Do we need an end of course exam?) |  |  |
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| **Aspects of Model** | **Success Criteria** | **Guiding Questions to Help You Reflect** | **Reflection on Current State** | **Rating from 1 - 5** (1 – low; 5 – high. See above for detail) | **What Level of Priority Do You See in Improving This?** (be brief ☺) |
| **Implementation: Assessment Practices** | Time built into school calendar to analyze assessment data and build strong data practices in tight cycles with appropriate tools to structure the practice | Have we planned and protected the time for leaders and teachers to collectively analyze assessment data in tight cycles with appropriate tools and develop action plans that can be implemented?  |  |  |  |
| Time for teachers to calibrate scoring of targeted written work to a common rubric and exemplars | How do we ensure teachers have a common and high bar for evaluating student work?  |  |  |
| **Implementation: Learning Environment**  | Clear vision of excellence for learning environment (focus, engagement, relationships, etc.) needed to support student learning and instructional program  | What is our vision of excellence for the learning environment of a classroom in our network? What do we want our classrooms, teachers, and students to look, feel, and sound like? |  |  |  |
| Instructional design and strategies support deeply engaged students and cognitive strategies and learning skills support student socio-emotional learning | How do we intentionally plan for students to love school? To develop cognitive strategies and learning skills to support socio-emotional learning? Have we built that into our instructional design?  |  |  |
| Common routines and habits that maximize instructional time | How effective are the routines of our schools and habits of our teachers and students in maximizing our instructional time?  |  |  |
| Clear, high-expectations for student behavior and aligned incentives and consequences  | Have we supported school leaders in setting clear, high-expectations for student behavior, aligning staff to those common expectations, and following-through with incentives and consequences?  |  |  |
| **Implementation: People Development** | Strategy for professional development that sets priorities for the year and outlines the different PD structures, groupings (e.g.: principal training; content-area teacher PD; new teacher training), and frequency | What is our strategy for developing our teachers and schools leaders in order to facilitate strong execution of the instructional model? How are we planning to support teacher teams and teacher leaders as part of this strategy? |  |  |  |
| School-site coaching for school leaders on instructional priorities and developing teachers  | What is our plan for coaching leaders at their school-site and aligning this coaching to the network’s instructional model and priorities? How are we calibrating our vision of excellence with our school leaders? |  |  |
| Professional development for school leaders on instructional priorities and developing teachers | How are we engaging school leaders as co-leaders on our network instructional priorities? Are we developing their capacity to be the instructional leaders at their schools? |  |  |
| Professional development for teachers on creating strong learning environment (ex: setting expectations, establishing routines, building joyful classroom culture) | How are we building teachers’ skills for creating a strong learning environment? |  |  |
| Professional development for teachers on core teaching skills that cross content (ex: increasing student engagement, questioning, checking for understanding) and allows the opportunity for practice | How are we building teachers’ core teaching skills?  |  |  |
| Professional development for teachers on content knowledge and pedagogy (ex: close reading, conceptual math knowledge, facilitating science experiments) | How are we building teachers’ content area knowledge and skills?  |  |  |
| Coaching for teachers which provides them with frequent and real-time feedback  | How do we ensure each teacher receives frequent feedback that helps them improve their effectiveness?  |  |  |
| Extra training and coaching for teachers new to the role or network | How are we helping brand new teachers and teachers who are new to the network get up to speed as quickly as possible?  |  |  |
| Career path with development opportunities for teachers who are potential school leaders  | How clear is the career path for emerging leaders (teacher leadership program, dean/AP role, and principal-in-residence)?How do we identify and engage high potential leaders in our network?  |  |  |
| Career path with leadership opportunities for teachers who choose to stay in the classroom  | How clearly do we value teacher leadership and expertise? What are the leadership opportunities for talented teachers (teacher leadership program, course leads, facilitating PD, coaching)  |  |  |