ENTRY PLAN FOR DATA-DRIVEN INSTRUCTION:
NEW PRINCIPAL IN EXISTING SCHOOL
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IMPLEMENTATION CALENDAR

AS SOON AS POSSIBLE (SPRING or SUMMER)—CULTURE:

- Perform a Culture/Power/Networking Audit
  - Interview as many staff members/leaders as possible and acquire answers to the following questions:
    - Who are the people you most admire in the school?
    - Who are the teachers who you look to the most as model teachers?
    - Who do you work most closely with/trust the most?
    - (Indirectly) Who on the staff do you spend time with outside of school activities?
    - Who do you turn to for advice?
  - Create a networking map with your answers
    - Create a web: put first teacher's name on board and to whom s/he goes for advice
    - Create a second web: teachers she most trusts
    - As you add more teachers to the board, connect them as they mention with whom they work with the most/are closest to
    - Upon completion, identify the "hubs:" the teachers/staff members who are most connected to others and could have the biggest pull when launching a project
  - Make a list of teachers most identified for their high quality teaching
- Do a walkthrough of the school in session *(if possible)*
  - Visit all classrooms that you possibly can
  - Based on your gut reaction to the 30-second classroom visit, identify the teachers who you sense are the strongest and those that will need the most support
- Gather a teacher group of the "hubs" identified in the school and present your plan for the upcoming school year
  - State that you want their feedback but that you will make the final decision
  - Invite those who are willing to help you launch the project

SUPPORT MATERIALS: "Informal Networks: The Company Behind the Chart." David Krackhardt & Jeffrey Hanson. Harvard Business Review, July-August 1993. pp. 104-109. *(Reach out to Harvard Business Review to acquire).*

SUMMER—ASSESSMENT:
Rubric metrics to ensure completion (all in "Assessment" section):
Common, Aligned, Re-assesses, Wrong Answers, and Transparent

- Build a full plan for interim assessments for the following school year:
  - Work with team to acquire/develop city-specific assessments to replace/supplement the assessment you are currently is using
  - Change curriculum scope & sequences to match interim assessments that will be used (or vice versa)
  - Identify who will help you complete the assessment/curriculum adjustment process to be ready for launch by the beginning of the school year
- Grade your school with the implementation rubric in the category of "assessment," identifying where the school stands and where you need to be before the school year begins *(if possible)*

SUPPORT MATERIALS: Interim Assessment Review Checklist (See Appendix & CD-ROM)

SUMMER—CULTURE:
Rubric metrics to ensure completion (all in "Culture" section):
Calendar, Leadership Team Training, Professional Development Plan, Vision
- The following items should be completed:
  - Create a detailed **Assessment Calendar** that includes: assessment creation, assessment implementation, scoring/analysis dates, teacher-instructional leader meetings, and re-teaching time (coaches are given a prototype to follow—see attached)
  - Create a skeletal **Professional Development Calendar** that includes launch of Data-Driven model, training for staff in analysis, time for scoring/analyzing, training staff to develop new lesson plans, and other key meetings
  - Create a detailed **plan for the training of the school's leadership team**
  - Have the **first PD session** planned for launch
  - Based on the size of your school staff, plan how to have effective "face time" with teachers (you or one of your other instructional leaders)
- Plan training for your Leadership Team (your formal leadership team and the staff "leaders" identified in your Network audit)
- Grade your school with the implementation rubric in the categories of "culture" & "assessment," identifying where the school stands and where you need to be before the school year begins

SUPPORT MATERIALS: See Part II of "Driven by Data": Chapters 6-12

SEPTEMBER—ASSESSMENT & CULTURE:
Rubric metrics to be evaluated: all the metrics in "Assessment" and "Culture"
- You should have evidence of each of the following:
  - **Opening PD session** with the faculty presenting the data-driven instructional model (Support Materials: Chapter 10 in book)
  - **1st interim assessments** (or the closest proxy) are finalized and comply with each aspect of the assessment rubric in Reading, Writing & Math
  - 1st interim assessments (or the closest proxy) have already been **seen by the teachers** ("Transparency") so that they can plan for mastery
- Review your protocols for lesson plan supervision and walk-throughs/observations
  - improve the lesson plan reviews and observations to support the data-driven instructional model
- Develop plan to determine how test scoring and analysis will be completed
  - Use all staff to accomplish this task

SUPPORT MATERIALS: See Part II of "Driven by Data": Chapters 6-12

OCTOBER—ANALYSIS:
Rubric metrics to be evaluated: all the metrics in "Analysis" and two metrics in "Action"—new lesson plans & teacher action plans
- Prior to first interim assessment, have teachers predict performance
  - Mark each question: "confident" (sure that the students will get it right), "not sure," and "no way" (students will definitely get it wrong)
- First interim assessment is given to the students

- Teacher Analysis & Action Plan templates are in place
- Teachers complete Assessment Analysis Instructional Plans
- Principal runs test-in-hand analysis meetings with instructional leader
  - Compare performance to what the teacher predicted: highlight areas of discrepancy (i.e., teacher over/underpredicted how well the students were going to do on certain test questions)
  - Principal runs meetings or observes other instructional leaders in action
  - Post-meetings, principal gives feedback to other instructional leaders about how to facilitate the meeting more effectively in the future
- Principal makes point to attend team meetings where teacher teams plan new lessons

SUPPORT MATERIALS: See Appendix and CD-ROM: "Leading Effective Analysis Meetings" & "Assessment Analysis Instructional Plan Template"

NOVEMBER—ACTION:
Rubric metrics to be evaluated: all metrics, with focus on "Action"
- 2nd assessment is in the hands of the teachers to plan backwards from
- Run Results Meetings to plan to re-teach challenging standards
- Have teachers add rigor to their lesson using "Data-driven Best Practices for Increasing Rigor"
- Does formal school review & walkthrough with other instructional leaders
  - Review lesson plans: is there evidence of implementation of teacher action plans from the assessment analysis meetings?
  - Observe classes: is there evidence of implementation of teacher action plans? Can resident/post-resident identify examples of changed teaching practices?
- Leadership team completes full mid-semester evaluation of the school based on the entire data-driven instruction implementation rubric

SUPPORT MATERIALS: See Appendix and CD-ROM: "Results Meeting Protocol" & "Data-driven Best Practices for Increasing Rigor"

DECEMBER-MARCH:
Repeat cycle of 1st through 3rd visits mentioned above: