

POTENTIAL INFLUENCES

Please note: **Blue** and **bold black** text is in the DF. Non-bold black text amplifies the blue text. This document can be used to inform potential influences decisions.

The potential influences are organized into four categories: **Highly Effective Instruction, Assessment, Curriculum, and Environment, Parents and Community.**

Highly Effective Instruction:

Influence: Current instructional practices promote building a deep understanding and effectively apply content, knowledge and skills for all students.

1. **Universal Design for Learning (UDL) is used proactively in instructional planning to ensure multiple means of engagement, representation and expression are available for all learners throughout instruction, intervention and assessment.**
 - a. Evidence demonstrates that “invisible” learning skills are valued and taught (executive functioning, perseverance and productive struggle).
 - b. Evidence demonstrates that students have an understanding of crucial across-content skills (for example: graphing, context clues and close reading).
 - c. Students are solving problems relevant to them and to the real world.
 - d. Evidence demonstrates that instructional practices are created and designed using UDL, implemented with supports and/or scaffolds to address the diverse needs of all students and incorporate factors such as: ethnicity, socio-economic background, gender, cultural background, language, disability and a range of skill levels.
 - e. Evidence exists that instructional practices are differentiated with universally designed supports and/or scaffolds or extension for all learners. Achievement gaps for all learners are reduced by addressing: learning styles/modalities, ability levels, including gifted students and students with disabilities, behavior, cognitive levels and medical impairment.
2. **Instructional practices expect students to demonstrate a high level of understanding.**
 - a. Evidence exists that students spend some time in every lesson discussing and/or writing about what they are learning.
 - b. Evidence exists that assessments are thought-provoking and challenging. Multiple-choice format tests are the exception, not the rule.
 - c. Evidence exists that effective teachers use multiple engagement and practice tools such as journals and open-ended questions to help students organize and practice what they learn.
 - d. Evidence exists that students are able to explain what they are learning, how the learning is relevant to them and that they can articulate how the learning can be applied in useful ways.
 - e. Evidence exists that student work is revised and improved several times (with teacher feedback each time) before the students create a final draft and receive a grade.
 - f. Instruction and assessment provide multiple ways for students to craft responses that utilize evidence.

- g. Students have opportunities to communicate their reasoning using evidence (for example: discussion, written and with technology).
 - h. Evidence exists that students solve problems relevant to them and to the real world.
- 3. **Instructional practices expect students to use appropriate technology strategically in academic and real-world settings to deepen understanding of their learning.**
 - a. Students are given opportunities to have equitable access to technology for communicating, collaborating, demonstrating knowledge and engaging with content.
 - b. Specific technologies are adapted for access by students with disabilities.
 - c. Students are permitted (encouraged/required/supported) to access technology in order to remove barriers or to accommodate personalized learning.
- 4. **High-quality professional development is job-embedded to enhance instructional practices.**
 - a. Educators are incorporating job-embedded professional development and using instructional practices which are research and evidence-based.
 - b. Professional development is evaluated for positive instructional practice and student achievement impact (for example: student results-driven).
 - i. Professional development offerings and structure are informed by data/evidence (for example: data at the district level, building level, grade level, content level, classroom level or student level or sub group level).
 - ii. There is a structure for data-informed next steps.
 - iii. Learning communities are utilized.

Assessment

District Influence: The DLT ensured the districtwide use of effective assessment practices aligned with standards-based curriculum and instructional materials to continuously monitor student progress and make instructional decisions.

Building Influence: Data collected from other assessments (e.g., DIBELS, diagnostics, standardized, common formative assessments) validate or challenge the results of the state assessments.

- These assessments allow the building to dig deeper into a subset of the content area (i.e., reading comprehension, fluency, vocabulary, etc.).
 1. **Formative assessments are aligned across the learning standards, grade levels and across subjects to promote a high level of student achievement.**
 2. **Summative assessments are aligned across the learning standards, grade levels and across subjects to promote a high level of student achievement.**
 - a. Teams discuss how assessment results are disaggregated for analysis of sub-group performance.
 - b. All assessments are accessible to meet the needs of diverse learners.
 - c. Universal Design for Learning is embedded in planning to ensure multiple means of engagement, representation and expression are available for all learners throughout instruction, intervention and assessment.
 - d. Evidence demonstrates that formative and summative assessments align with the content and rigor of the standards and instruction.
 - e. Evidence exists that assessment criteria is consistent across grade levels and subjects.
 - i. There is a structure for confirming: met the standard, exceeded the standard, needs intervention or corrective activities (re-teaching vs. corrective activities).
 - f. Evidence exists that formative and summative assessments are assessing proficiency instead of recalling of the information.
 - i. Formative and summative assessments results are used by the teacher to design future instruction and used to inform the student of his or her progress in learning.
 - g. Evidence exists that supports school/district monitoring of student progress to improve instruction and intervention.
 - h. There is a districtwide structure for identifying learning targets and progress-monitoring data/evidence around formative and summative assessments.
 3. **All assessments and results are communicated to respective stakeholders.**
 - a. Evidence exists that formative assessment results are used to inform IEP progress reports or revisions.
 - i. There is a district-wide procedure for utilizing formative assessment data/evidence to inform progress, instruction and revision?
 - b. Evidence demonstrates that performance gaps for sub-groups are analyzed and addressed.
 - c. Evidence demonstrates that feedback to students is meaningful and timely.
 - d. Evidence demonstrates that the results of assessments are graded uniformly, based upon clear learning targets.

- 4. Schools/district/teachers understand and use data/evidence from summative assessments (including end of course/unit summative).**
 - a. Evidence exists that teachers are provided opportunities to understand the summative assessments being given.
 - b. Teachers feel equipped to understand and work with the data/evidence they have available.
- 5. Schools/district/teachers understand and use data/evidence from formative assessments.**
 - a. Evidence demonstrates that teachers are provided opportunities to learn about creating quality common formative assessments.
 - b. Evidence demonstrates that teachers feel equipped to understand and work with the data/evidence they have available from common formative assessments.

Curriculum

District Influence: Curriculum is aligned to aligned to Ohio’s Learning Standards, 2) based on research and 3) used districtwide.

Building Influence: Teachers implement the same curriculum. Teachers use text books that are aligned with Ohio’s Learning Standards.

1. The curriculum is aligned to Ohio’s learning standards.
 - a. Evidence demonstrates that there is a structure for teacher collaboration around creating interdisciplinary curriculum.
 - b. Universal Design for Learning is embedded in the curriculum and unit planning to ensure multiple means of engagement, representation and expression are available for all learners throughout instruction, intervention and assessment.
 - i. There is a districtwide structure for learning targets and data analysis.
 - c. Evidence demonstrates that there is a process in place for teachers to create curriculum units and aligned assessments that match the content and the rigor of the standards.
 - i. Teachers have analyzed the standards and curriculum to highlight crucial cross content skills (for example: graphing context clues, citing text evidence, writing informational text).
 - ii. There are opportunities for collaboration across disciplines about cross-content skills.
 - d. The curriculum addresses postsecondary planning for all students and transition for students with disabilities.
2. The curriculum address all students needs and prepares them for their chosen college/career path.
 - a. All students show evidence of progress in the curriculum toward college and career readiness. Are there gaps?
 - b. Students with disabilities are provided access to the curriculum.
 - c. A Multi-tiered systems of support structure is implemented in your district.
 - d. Evidence demonstrates that there are district-level learning targets aligned to the standards across grade levels and content areas.
 - i. Students are made aware of the learning targets.
 - e. Evidence demonstrates that extensions and advanced opportunities are available for students who are exceeding the grade-level targets.
 - f. Evidence demonstrates that scaffolds and supports are in place for English language learners.
 - g. Evidence demonstrates that scaffolds and supports are in place for students with disabilities.
3. Teachers incorporate literacy across the curriculum.
 - a. Evidence demonstrates that students are learning to read at grade level in K-3.
 - b. Evidence exists that there is a multi-tiered system of support in place to monitor and support literacy.

- c. Universal Design for Learning is embedded in curriculum and unit planning to ensure multiple means of engagement representation and expression are available for all learners throughout instruction, intervention and assessment.

Environment; Parents and Community- (District Level)

District Influence: The DLT engages parents, families, community members, and stakeholders in support of district goals for instruction and achievement. The DLT works in partnership with board members to adopt and continually review progress toward meeting district goals for instruction and achievement.

1. Evidence demonstrates that community partners inform the work of your district.
 - a. Business round table; Boards of health and hospitals; Alcohol, drug and Mental Health; Dept. of Developmental Disabilities; Help Me Grow; law enforcement/public safety; Job and Family Services; juvenile court; local higher education institutions; Opportunities for Ohioans with Disabilities; and Bureau of Vocational Rehabilitation.
2. Evidence demonstrates that the DLT partners with families to support the success of their children.
 - a. Family-professional collaboration builds opportunities for both relationship building and the active participation of parents and teachers in achieving mutually agreed upon goals.
 - b. Parent mentor services are available for families of students with disabilities.
3. Evidence demonstrates that the DLT conducts annual self-assessments that assess the quality of the building/classroom environment and staff-student interactions.
4. Evidence demonstrates that classroom environments are supportive of learning for all students, especially students with disabilities.
 - a. The DLT analyzes the frequency of discipline actions for students with disabilities versus non-disabled students.
 - b. Teachers communicate with parents and foster family partnerships.

Environment; Parents and Community – (Building Level)

Building Influence: The building/classroom partners with parents in activities designed to build relationships, trust and share information of their child's academic progress and performance (e.g., parent-teacher conferences, automated progress reports/updates, automated home notices/hotline).

1. Evidence demonstrates that the use of data/evidence from community sources is used to assess the physical, social and emotional needs of your students and families:
 - a. EMIS- attendance and discipline; Local Health Dept.; County Mental Health/Alcohol Tobacco; Building School Climate Surveys; Youth Risk Behavior Survey; Juvenile Court; Job and Family Services; Pre-K/Early childhood programs; Opportunities for Ohioans with Disabilities; Bureau of Vocational Rehabilitation; Law Enforcement/Safety.
2. Evidence demonstrates that based on your assessment of the physical, social and emotional needs of your students and families, you identified and/or possibly partnered with community organizations that provide resources/services to meet these needs.
3. Evidence demonstrates that the BLT and teachers communicate with parents about what is needed for successful student transitions and provide families information about community resources.