Attributes of a "Managed Instruction" District

1. **Common performance standards and assessments are applied to all students and all schools –** High expectations of what students are supposed to know and be able to do are clearly articulated on a grade-by-grade basis and are applied uniformly to all students in all schools. Well defined methods of measuring student achievement are established and universally utilized to guide decision-making at the classroom, school and district levels.

2. **Deep commitment to a powerful instructional model and curricular approach –** The district defines and implements a compelling instructional model that is utilized by teachers and schools throughout the district. The district commits substantial resources to supporting and developing this instructional model through intensive professional development, school coaches, etc.

3. **District systems aligned with equity and consistency –** All of the district's major administrative systems – financial, human resources, student assignment – are designed to ensure equitable allocation of resources and consistent support for the instructional model.

4. **District control of and support for curriculum and instruction activities at the school level –** The district controls the content of the curriculum and the teaching strategies used to deliver the curriculum to students in schools. Individual schools may have a degree of flexibility in the use of the curriculum and teaching strategies based upon the academic performance of students in high achieving schools.

5. **Strong district capability to intervene in low performing schools –** The district has a strong structure for supervising schools and intervening when any school's student performance falters. District has both the authority and the capability to assert an aggressive improvement process.

6. **Central office services are fully aligned with the district's instructional model –** The district's central office is designed to provide services and resources to schools that directly support the instructional model. The central services provided to an individual school are differentiated based on the status of the implementation of the model at each school.

7. **Broad-based commitment to leadership development within a shared instructional culture –** The district has a substantial on-going effort to develop leadership at every level of its operation – Board, central staff, principals, teachers, parents, volunteers – focused on a shared instructional culture.

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1.0 - Common performance standards and assessments are applied to all students and all schools

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
1.1 There are clearly defined student performance standards established on a grade-by-grade basis and they are applied to all students and all schools.	Performance standards exist for only some grades and are not consistently applied to all schools and students. The standards are viewed as being for "regular ed" students, not special Ed or ESL.	An articulated set of standards is established, but the implementation is inconsistent on a classroom-to-classroom and a school-to-school basis.	An articulated set of standards is established and the implementation is fairly broad-based throughout the district. However, they have not been shared with parents and the community to extend their impact.	Clear and articulated performance standards are in place and widely embraced both inside and outside the district. The standards are deeply embedded in district language, materials and communication
1.2 The standards are broadly utilized by teachers throughout the district as a basis for planning their instruction.	The use of standards is viewed as "optional" by teachers or schools. Professional development is not explicitly aligned with the standards.	Standards as an instructional focus is well embraced throughout the district, although some schools and teachers still "opt out". A standards-based P.D. program is developing but not robust.	The standards form the basis for the instructional focus of every teacher and every school. A robust program of professional development centers on helping kids meet the standards.	Standards-based teaching and learning is the cultural norm and the basis for every instructional conversation. It is also the centerpiece of the district's professional development program.
1.3 There are formal and informal criterion-referenced assessments, aligned to the standards, that track student performance over time.	The district utilizes only its state's formal criterion-referenced assessments. No informal classroom-based assessments are developed. There is continued reliance on norm-referenced assessments.	There is an articulated set of formal and informal criterion-referenced assessments in place, although use of the data at the instructional level is inconsistent.	There is a district-wide assessment system that is aligned K-12 with the standards and integrated with the district's MIS. The system is composed of a variety of formal and informal criterion-referenced assessments.	Assessment is universally seen as an integral part of the instructional process, so the district's assessment data is routinely analyzed to make academic decisions at every level of the district.
1.4 Student performance assessment data is widely accessible and broadly utilized to drive decision-making at every level of the district.	Student performance data is not easily accessed and is utilized in only some schools and departments.	Performance data is available to all schools, but there is technological/administrative barriers to "real-time" usage. As a result, use of the data at the teacher level is inconsistent.	Student performance data is easily accessed (in "real time") and understood by every teacher in the system. The data forms the basis for instructional strategies and decisions.	Data driven decision-making is a cultural norm throughout the district. Virtually every decision – large and small – has some basis in student performance data.

1.0 - Common performance standards and assessments are applied to all students and all schools

Element	Leading Questions	Indicators/Evidence
1.1 There are clearly defined student performance standards established on a grade-by-grade basis and they are applied to all students and all schools.	• Has the (name of school district) board of education approved student performance standards, grade by grade? • Are student performance standards published in district and school documents? If so, what documents? • Is curriculum development based on student performance standards, grade by grade? • Do curriculum documents for all subject areas define student performance standards, grade by grade? • How are student performance standards communicated to teachers, parents, and students?	• Student performance standards are approved, grade by grade, by the school district's board of education. • Student performance standards are clearly stated, grade by grade, in all curriculum documents published by the school district. • Student performance standards are stated, grade by grade, in school improvement plans for all schools in the district. • Student performance standards are stated and defined, grade by grade, in student and parent handbooks. • The scope and sequence for each subject area shows student performance standards, grade by grade.
1.2 The standards are broadly utilized by teachers throughout the district as a basis for planning their instruction.	• How do school and classroom instructional plans relate to the district's approved student performance plans? • How are student performance standards incorporated in teacher lesson plans? • What professional development opportunities are offered to teachers and administrators to ensure the appropriate utilization of the district's student performance standards? • How does the utilization of student performance standards relate to the district's teacher evaluation process?	• The school district's student performance standards drive the development of individual school and classroom improvement plans. • The school district's professional development plans in all subject matter disciplines focus on the school district's student performance standards. • Student performance standards are visible in classrooms. • Teachers' daily, short, and long-range lesson plans reflect student performance standards.
1.3 There are formal and informal criterion-referenced assessments, aligned to the standards, that track student performance over time.	• How does (name of school district) track student performance over time? • How do schools track student performance over time? • How do teachers track student performance over time? • What specific criterion-referenced assessments are used to track student performance? • How are criterion-referenced assessments developed to ensure the integration of student performance standards?	• Formal and informal criterion-referenced assessments that are aligned to the standards. • Documentation that shows how students perform on criterion-referenced assessments that are aligned with standards. • Teacher-made tests that are aligned to standards. • Student progress reports • School progress reports • District wide progress reports

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1.0 - Common performance standards and assessments are applied to all students and all schools

1.4 Student performance assessment data is widely accessible and broadly utilized to drive decision-making at every level of the district.	• How does the school district analyze and report data to administrators, teachers, parents, and members of the community? • How does the school district use student performance assessment data to improve student achievement? • How do school-based administrators and teachers use student performance assessment data to improve student achievement?	• Summative reports of assessment data are disaggregated and disseminated at all levels, district, schools, classrooms, parents, and community. • District and school improvement plans are re-evaluated, changed, and/or modified based on student performance assessment data. • Professional development opportunities provide training sessions that assist teachers and administrators in the interpretation of data and how data can be translated into instruction.

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2.0 – Deep commitment to a powerful instructional model and curricular approach

	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
2.1 The district defines a district-wide instructional model that it implements in all schools throughout the system.	There is no common instructional model for the district. There is a laissez faire approach to curriculum and instruction on a school to school basis, with very little district direction provided.	The district has defined a curriculum and instructional model for the system. However, implementation is inconsistent: some schools "opt out" and others deviate from the model due to special status, high performance or other factors.	The district has defined a curriculum and instructional model that is implemented fairly consistently across the district.	There is a deep and broad based commitment throughout the district on a cultural level to the strength and efficacy of the district's instructional model.
2.2 Every school is responsible for developing a plan for implementing the instructional model in their school.	School planning, if it exists, is ad hoc and disconnected from a district-wide approach or direction.	Every school in the district is responsible for developing a academic plan that is aligned with the district's instructional model, but the planning is fragmented, inconsistent or ineffective.	Every school in the district is responsible for developing an academic plan that is aligned with the district's instructional model and tailored for the school's context.	The school plans are broadly embraced and fully operationalized at the school level.
2.3 The district has a strong ongoing R & D commitment to the improvement and refinement of its instructional model.	The district central office has little, if any, capability for analyzing the performance of its instructional model and to propose and develop refinements to the model.	Central research staff are highly skilled educators, but they have only limited support resources and limited authority to effect change.	Central research staff are influential and highly skilled educators who are supported by data and resources in analyzing and refining the instructional model. The model is regularly reviewed for potential improvement.	Central research analysis is highly valued at the school and district levels, focused strongly on driving the ongoing analysis and refinement of the instructional model.
2.4 The district's central office has strong capabilities to research and monitor the implementation of the instructional model.	Central office is dispersed and unfocussed. Central administrators are not highly skilled school reformers.	Central office staff are highly skilled educators who have only limited support resources.	Central office staff are highly skilled educators who are supported by data and resources in helping schools implement the instructional model.	Central office leadership is highly valued at the school and district levels, focused strongly on the instructional model. They have the "value added" resources to assist schools improve.

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2.0 – Deep commitment to a powerful instructional model and curricular approach

Element	Leading Questions	Indicators/Evidence
2.1 The district defines a district-wide instructional model that it implements in all schools throughout the system.	• What are the essential elements of the (name of school district) instructional model? • How is the district-wide instructional model implemented throughout the system?	• Curriculum documents illustrate an instructional model that includes student performance standards, goals, objectives, student performance assessments, student activities, and sample lesson plans. • All appropriate personnel participate in professional development opportunities that support the use of the school district's instructional model.
2.2 Every school is responsible for developing an plan for implementing the instructional model in their school.	• How are elements of the instructional model used in the development of school plans?	• Elements of the district-wide instructional model are used to develop school-wide and individual classroom student improvement plans.
2.3 The district has a strong ongoing commitment to the improvement and refinement of its instructional model.	• What are the central research capabilities of the district? • What part did research play in the development of the instructional model? • What impact does central research have on the ongoing refinement of the instructional model?	• Research report, analyses, recommendations, etc. • Central research staff conduct ongoing research to document the validity of the instructional model.
2.4 The district's central office has strong capabilities to research and monitor the implementation of the instructional model.	• How is the implementation of the instructional model monitored? • What part did research play in the initial implementation of the instructional model? • What impact does central research have on the ongoing implementation of the instructional model?	• Central office specialists conduct research to document the validity of the instructional model. • Central office personnel monitor the implementation of the instructional model through evaluation strategies that include interviews, formal program evaluations, personnel performance evaluations, informal assessments during professional development workshops, etc.

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3.0 – District systems aligned with equity and consistency

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
3.1 The district's student assignment policies provide consistent, equitable access to a quality school for every student.	The districts student assignment policies are applied differently to different schools and are inconsistently applied from student to student, resulting in the "creaming" of stronger students in some schools.	There are clear student assignment policies and practices that are consistently applied to all schools and all students, although there is significant "gaming" of the system by both parents and schools.	There are clear student assignment policies and practices that are consistently applied to all schools and all students.	Every student has consistent, equitable access to a quality school. There is a widespread perception of the system being fair and consistent.
3.2 The district's funding system provides schools with a level of funding that is consistent with the needs of its students.	The district provides resources to schools via a staffing allocation model. Only minimal adjustments are made to acknowledge differences in student need.	Schools receive some of their resources in the form of dollars attached to their students in a weighted student formula. The amount of dollars attached to specific types of students vary with the needs of the students.	Schools receive the majority of their resources in the form of dollars attached to their students in a weighted student formula. The amount of dollars attached to specific types of students vary with the needs of the students.	Schools receive almost all of their resources in the form of dollars attached to their students in a weighted student formula. The amount of dollars attached to specific types of students vary with the needs of the students.
3.3 The majority of the district's budget is committed to a weighted student funding system.	Only minimal resources are allocated to schools on a need-adjusted basis.	The "general ed" portion of a schools budget is allocated on a dollars-per-student basis. Categorical funding continues to be allocated on a traditional basis.	The majority of "general ed" and categorical resources are allocated to schools on weighted student formula basis.	The dominant portion of the district's entire budget (65% – 75%??) is committed to a WSF where dollars follows the student based on need.
3.4 The district's human resource policies and union contracts support the selection of teachers without regard to seniority.	Teachers are assigned to open positions based purely on the seniority of the interested teachers. Union contracts and administrative procedures fully dictate the assignment of teachers to a particular school.	Schools have limited authority to select any teacher (from a pre-qualified pool) based on the interests of the school without regard to seniority.	Schools have the full authority to select any teacher (from a pre-qualified pool) based on the interests of the school without regard to seniority.	District policies and union contracts support a robust "marketplace" for teacher talent as i) schools compete to attract teachers and ii) teachers compete to be selected by schools.

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3.0 – District systems aligned with equity and consistency

Element	Leading Questions	Indicators/Evidence
3.1 The district's student assignment policies provide consistent, equitable access to a quality school for every student.	• What policies exist that determine school assignments for students? • What transportation accommodations exist for school assignments? • How are the district's student assignment policies enforced and monitored?	• The district's student assignment policy is reviewed, modified, and approved by the school board annually. • The district's student transportation policy is reviewed, modified, and approved by the school board annually. • The district's student enrollment guide. • The school district has adopted a school choice policy that provides transportation services.
3.2 The district's funding system provides schools with a level of funding that is consistent with the needs of its students.	• Describe the level of funding for schools. • How are funds allocated to schools for each student? • I s the funding for schools differentiated by the needs of their students?	• The district's approved budget includes funding to every student (weighted by need) that is portable to the school.
3.3 The majority of the district's budget is committed to a weighted student funding system.	• What formula is used to determine weighted student funding? • What percentage of the budget is dedicated to student funding?	• Formula used to determine weighted funding for students. • The approved budget that reflects majority of funding for students.
3.4 The district's human resource policies and union contracts support the selection of teachers without regard to seniority.	• Do (name of school district) human resource policies support the selection of teachers without regard to seniority? • Do (name of school district) union contracts support the selection of teachers without regard to seniority?	• Human resource policies that support the selection of teachers without regard to seniority. • Union contracts that support the selection of teachers without regard to seniority.

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Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
4.1 A school is responsible for adopting and executing the district's instructional model.	The district has a laissez faire approach to curriculum and instruction on a school to school basis. Schools are given little support or direction regarding instruction.	A district instructional model is established, but the implementation is inconsistent on a classroom-to-classroom and a school-to-school basis.	A strong district instructional model is well established and the implementation is fairly broad-based throughout the district on a school-by-school basis.	A robust district instructional model is in place and widely embraced both inside and outside the district. The model is deeply embedded in district language, materials and communication
4.2 A school has authority over fiscal resources at the school so long as it is aligned with the instructional model.	A school has no direct budgetary control over resources (except the supply budget) at the school. Principals have no sense of fiscal empowerment.	While schools have some degree of budget control, the principal corps is unwilling or unable to utilize this control to effect change in their schools.	A school receives resources primarily in dollar form and has discretion over budgeting of those dollars in support of the instructional model. The principal corps is well trained in aligning their budget to around the instructional model.	A school receives resources only in dollar form and has discretion over the budgeting of those dollars in support of the instructional model. There is a widespread culture that ties fiscal resources to the success of the instructional model.
4.3 Schools have a leadership framework which focuses on the central role of the instructional model within the school.	Schools have passive and/or dysfunctional leadership that focuses on compliance rather than instruction..	There is some strong instructional leadership at some schools, although it is quite inconsistent from school-to-school. Leadership training is inconsistent and unaligned.	Strong instructional leadership exists throughout the district from school-to-school, with an ongoing program of leadership training.and development	There is a broad-based cultural commitment to the role of strong instructional leadership in every school, reinforced with aligned leadership training.
4.4 The district has a broad and robust program of professional development to support its instructional model.	Professional development, if it exists, is ad hoc and disconnected from a district-wide approach or direction. Schools have wide latitude to choose their own P.D. program.	There is a P.D. program that is supported and aligned with the district's instructional model. However, participation in the program is inconsistent on a school-to-school basis.	There is a robust P.D. program that is broadly supported and deeply aligned with the district's instructional model. All staff and all schools participate in the program.	Professional development, in all of its forms, is viewed as the key driver school improvement and the support for the instructional model.

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4.0 - District control of and support for curriculum and instruction activities at the school level

Element	Leading Questions	Indicators/Evidence
4.1 A school is responsible for adopting and executing the district's instructional model.	• How are the school's academic (student improvement) plans developed and implemented? • How do the school plans address the needs of all students including special education, ESL, and gifted?	• School academic (improvement) plans that indicate how the needs of all students will be addressed including special education, ESL, and gifted. • School planning teams
4.2 A school has authority over fiscal resources at the school so long as it is aligned with the instructional model.	• On what basis are fiscal resources distributed to schools? • What authority does each school have over its fiscal resources? • How are school level budgetary decisions tied to the instructional model?	• District policies that state the school's authority over fiscal resources at the school level.
4.3 Schools have a leadership framework which focuses on the central role of the instructional model within the school.	• How are major decisions made at the school level?	• Procedures for decision-making have been accepted by the total staff and are implemented appropriately. • Procedures for addressing concerns and grievances are adopted and implemented appropriately.
4.4 The district has a broad and robust program of professional development to support its instructional model.	• How does the (name of school district) program of professional development support the use of the instructional model?	• Content specialists use the instructional model in all professional development activities for teachers and administrators. • Workshop sessions that describe the instructional model are offered to all schools. • The instructional model is described on the school district's website.

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5.0 - Strong district capability to intervene in low performing schools

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
5.1 The district has a strong structure for the supervision of schools.	School supervision is dispersed and unfocussed. Supervision is focused on ensuring compliance with district mandates. Supervisors are not highly skilled school reformers.	Schools are supervised by highly skilled educators who have only limited support resources. The supervisory effort is consistently applied across all schools, regardless of performance.	Schools are supervised by highly skilled educators who are supported by data and resources in helping schools perform. The supervisory effort is over-weighted toward low-performing schools.	School supervision is highly valued at the school and district levels, focused strongly on the academic performance of the schools. Supervisors have the "value added" resources to assist schools improve.
5.2 There are clear data-driven standards to assess the performance of every school.	The district has no (or unclear) standards for school performance, so assessments (if done) are subjective in nature.	The district has defined clear data driven standards to assess the performance of schools, but they are under-utilized and/or inconsistently applied.	The district has defined clear data driven standards to assess the performance of schools that are universally utilized and consistently applied.	The district school performance standards are broadly embraced and utilized in assessing schools' performance.
5.3 The district has capability and expertise within its central office to intervene in low performing schools.	Central office staff is disconnected from school affairs and has little hands-on knowledge of standards-based teaching and learning.	There is a clear intervention process, but it is inconsistently applied due to staff capacity and administrative inertia reasons.	There is a clear intervention process that is consistently applied to schools failing to meet performance standards. Intervention focuses on improved implementation of the instructional model.	There is a robust and aggressive school intervention process that is regularly (and successfully) applied to 10% to 25% (???) of the district's schools. Intervention focuses on improved implementation of the instructional model.
5.4 The district's union contracts allow for aggressive personnel action when intervening in low performing schools.	The district is substantially constrained in the school intervention process by its union contracts from making unilateral personnel changes to improve the school.	There is some latitude to make personnel changes, but they are rarely done due to administrative barriers or political resistance.	The district has significant authority in its union agreements to make unilateral personnel changes when in a school intervention process.	The district has complete authority in its union agreements to make unilateral personnel changes when in a school intervention process.

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5.0 - Strong district capability to intervene in low performing schools

Element	Leading Questions	Indicators/Evidence
5.1 The district has a strong structure for the supervision of schools.	• How does (name of school district) provide supervision for its schools? • What policies describe the structure for the supervision of schools? • What are the characteristics of the key staff people who supervise schools?	• The school districts' policies and procedures describe the structure for the supervision of schools. • Job descriptions of deputy, assistant superintendents, central office content supervisors, and school-based administrators describe their roles in the supervision of schools. • Forms are available to document how schools and school-based personnel are performing. • A formal personnel evaluation system is in place and implemented appropriately.
5.2 There are clear data-driven standards to assess the performance of every school.	• How does (name of the school district) assess the performance of its schools? • How are data analyzed and used to assess the performance of schools?	• Software programs analyze data school by school according to data-driven standards • Schools are categorized based on performance • Indicators of performance or formulas are used to assess performance of every school
5.3 The district has capability and expertise within its central office to intervene in low performing schools.	• How are teacher and student needs addressed in low performing schools? • How are central office personnel used to intervene in low performing schools? • What are the characteristics of the key staff people who intervene with low performing schools?	• Software programs analyze data school by school according to data-driven standards • Schools are categorized based on performance • Low performing schools are identified • Central office personnel collaborate with school-based personnel and provide workshop opportunities for them to analyze data and develop school plans to address them. • Central office personnel offer content and strategy workshops to school staffs.
5.4 The district's union contracts allow for aggressive personnel action when intervening in low performing schools.	• What is the union's position on aggressive action for personnel when intervening in low performing schools? • Does the union contract provide specific provisions around the school intervention process? • What constraints exist in the district's union contracts regarding the re-assignment of staff in low performing schools?	• Union contracts that allow aggressive action when intervening in low performing schools.

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6.0 - Central office services are fully aligned with the district's instructional model

	Level 1 **Not Good**	**Level 2** **Good**	**Level 3** **Better**	**Level 4** **Best**
6.1 Central office departments have clear performance standards and cost structures for their operations.	Central office departments have no/unclear performance standards for their services and lack clarity regarding their incremental costs of service provision.	Central office departments have performance standards for their services but lack clarity regarding their incremental costs of service provision.	Central services have clear performance indicators/ standards that are widely known with clear means of reporting both costs and outcomes.	There is a tight linkage at both conceptual and operational levels between the cost of providing central services and the outcomes generated by those services.
6.2 Central office services are provided to schools on a consistent basis to ensure support for the instructional model.	Central services are provided to schools on a traditional / historical basis with little or no regard for the instructional model.	Some central departments are structured to ensure consistent support for and alignment with the instructional model, However, there is significant inconsistency department to department.	Every central department is structured to provide support to schools which is aligned with the instructional model. The district has an ongoing review process to monitor the implementation and efficacy of the support.	There is a strong culture of support between the schools and central service providers. There is a deeply held commitment to monitoring and accountability throughout central office departments.
6.3 The district differentiates its support to schools to some degree based on the status of the implementation of the model at each school.	Schools receive consistent allocations of central services with no differentiation based on the needs of the school and the implementation status of the instructional model.	Some central departments are structured to differentiate support to schools based on their needs. However, there is significant inconsistency department to department.	Every central department is structured to provide differentiated support to schools based on the school's implementation status. There is a link developed between school supervision and support.	Central official staff fully embrace there role in supporting the instructional model by differentiating their services to ensure consistent implementation of the instructional model at the school level.

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6.0 - Central office services are fully aligned with the district's instructional model

Element	Leading Questions	Indicators/Evidence
6.1 Central office departments have clear performance standards and per-student cost structures for their operations.	• How are programs assigned to central office departments assessed and evaluated? • How are personnel assigned to central office departments evaluated? • What criteria are used to develop central office departments' budgets?	• Departmental program performance standards and indicators • Departmental personnel performance standards and indicators • Criteria for budget development, such as, per-student cost structures
6.2 Central office services are provided to schools on a consistent basis to ensure support for the instructional model.	• What policies and procedures are in place to provide central office services to schools? • How are services provided by central office departments aligned with the demands of the instructional model? • What quality assurance policies are in place to ensure the delivery of satisfactory services to schools?	• Policies and procedures pertaining to central office services to schools • Central office departmental plans describing procedures for providing services to schools • Central office quality assurance policies and procedures • Evaluation of central office services by school personnel
6.3 The district differentiates its support to schools to some degree based on the status of the implementation of the model at each school.	• How are central office support services allotted to schools? • What policies and procedures allow central departments to differentiate services based on a school's need?	• Budget or other documents that describe how support services are allotted to schools. • Practices/policies regarding differentiation of services.

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7.0 - Broad-based commitment to leadership development within a shared instructional culture

	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
7.1 There is common vision, mission and strategy for the district that was broadly developed and is widely embraced.	There is no common agreement about the direction of the district. There may be no vision or competing visions/missions/ strategies at play with various groups.	There is a clear vision/ mission/strategy at the Board/ superintendent level, but it has not been broadly communicated, so it is not widely shared.	There is a clear vision/ mission/strategy at the Board/ superintendent level that has been broadly communicated and is widely shared. Implementation of the strategy is focused on generating tangible results.	There is a compelling vision/ mission/strategy that is broadly communicated and widely shared. Implementation of the strategy is generating tangible results.
7.2 The district has a shared instructional culture at both the school and system level.	The district is organized along the lines of a traditional command-and-control structure.	The district aspires to a shared instructional culture, but it is inconsistently practiced at various schools and at various levels of the district.	The district has a shared instructional culture that is consistently practiced throughout the district, supported by an ongoing program of professional development.	There is a thriving shared instructional culture that is actively practiced and supported at all levels of the district and focused on a common vision/mission/ strategy.
7.3 The district has a well developed program for cultivating and developing leadership throughout the system.	Leadership development is an unconscious and/or ad-hoc process within the district.	The district has an on-going leadership training program for existing administrators, but little for teachers or aspiring administrators.	The district has a broad-based leadership development program at multiple levels – principals, teachers, aspiring administrators, central office, etc.	There is a broadly held cultural value and commitment to leadership development that is expressed through formal programs and informal supports over the long term.

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7.0 - Broad-based commitment to leadership development within a shared instructional culture

Element	Leading Questions	Indicators/Evidence
7.1 There is common vision, mission and strategy for the district that was broadly developed and is widely embraced.	• Does a strategic or district plan exist? If so, who was involved in the development of the plan? • What elements of the plan were agreed upon by its stakeholders? • What indicators and strategies are included to ensure the appropriate implementation and evaluation of the plan? • How are district personnel and constituents involved in the implementation and evaluation of the plan?	• Documentation of the district's strategic plan that includes a common vision, mission, strategies for implementation and the process used for its development • Documentation that shows how the plan is implemented and evaluated • Documentation that shows who is involved in the implementation and evaluation of the plan
7.2 The district has a shared instructional culture at both the school and system level.	• Describe the organizational structures of the school district, the central office departments, and schools • Describe the leadership model for governance at the system level • Describe the leadership model(s) for governance in schools • What operational structures are in place to communicate leadership models of governance, at both the school and system levels, to central office and school personnel and to other constituents of the district?	• School district's organizational chart • District's governance policies and procedures • Documentation of governance model(s) implemented in schools • Documentation of how organizational structures and governance model(s) are communicated to district personnel and constituents
7.3 The district has a well developed program for cultivating and developing leadership throughout the system.	• What professional development opportunities are available to cultivate and develop leadership at the district and school levels? • Does a career development plan exist in the district? If so, what components are in place to transition careers from entry to administrative levels? • What leadership training models are implemented in the district?	• Documentation of professional development opportunities that provide leadership training • District's career development plan • District's leadership training models

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