



Systemic Instructional Review Components

"Working together to strengthen the System of Support for every student."

Instructional Components	Characteristics
1. Culture, Practice & Planning Processes	<ul style="list-style-type: none"> • Culture in the local educational agency (LEA) is one that fosters a deep commitment to ensuring all students attain educational success. • The LEA practices and planning processes integrates an inclusive instructional vision and mission that is embedded within a tiered system of support. • Continuous improvement practices and processes are utilized to determine whether the instructional mission and vision is being attained. • A supportive culture and climate for stakeholders (e.g., teachers, leaders, staff, parents) is cultivated and evident across all district efforts. • Professional learning opportunities are provided, from the boardroom to the classroom, that create and sustain a district-wide culture of inclusivity, celebration of diversity, and culturally reflective practices and policies. • A District Leadership Team provides direction, guidance, support and oversight for ensuring the health and wellness of the district.
2. Curriculum Development and Support	<ul style="list-style-type: none"> • A coherent, standards-aligned curriculum, instruction and assessment system is in place that is culturally and linguistically responsive. • Supplemental and enrichment curricular and instructional materials are provided and reflect the diverse needs of the student population and provide equitable access for all. • The LEA utilizes a continuous problem-solving process that helps identify and provide supports needed to systemically implement the district's instructional efforts that align with the vision and mission of the district. • Decision rules are developed and socialized with teaching and learning personnel that provide entrance and exit criteria for robust and coherent tiered support for all students, including gifted, at-risk, and students with disabilities. • Data are used regularly to progress monitor and ensure the curriculum and instruction efforts are resulting in positive outcomes, both academic and behavior/SEL, for students. • There is a comprehensive data driven professional development plan that is intentional and differentiated for the needs of teaching and learning staff.
3. Instructional Practice and Strategies	<ul style="list-style-type: none"> • There is a district-wide intentional focus on universal design for learning for improving and extending differentiated instructional practices that increase student engagement. • Instructional practices provide students access to and experience with rigorous, relevant, and coherent standards-aligned instruction that is responsive to the needs of all learners, including gifted students, cultural and linguistically diverse students and student with disabilities. • Instructional practices and strategies ensure that all student groups (gifted, EL, students with disabilities) and their respective teachers are included and participate in collaborative integrated planning for instruction.



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	<ul style="list-style-type: none"> • Technology and experiences beyond the textbook (e.g., project-based learning) and the classroom are used to actively engage students and emphasize critical thinking skills. • District-wide instructional practices and strategies are actively cultivated through teacher leadership and provide the opportunity to: <ul style="list-style-type: none"> ○ serve as a peer resource for teaching and learning ○ regularly meet to review student work ○ focus on the delivery of standard-aligned instruction ○ utilize school data to plan, design and deliver culturally responsive instruction that results increased rate of student growth for academic and behavior/s
4. Social Emotional Learning and Development Health	<ul style="list-style-type: none"> • The social emotional and behavioral well-being of the whole child is evidenced within the instructional vision and in policy and practice. • Social emotional learning skills are identified and integrated into the curriculum and instruction practices and is assessed. • When student behavior and well -being is of concern, there are a continuum of resources identified to provide support to students and build the capacity of the school to meet student needs. • Social emotional learning and health development is practiced and modeled by adults throughout the district.
5. Assessment & Accountability	<ul style="list-style-type: none"> • Ongoing, aligned, systemic processes are in place for measuring how, what, and how well a student is learning (e.g., early warning system, universal screening, diagnostic, formative, summative). • There is a systematic process (e.g., protocols) for using assessment data to make instructional decisions at the student, classroom, school, and district levels. • There is an accountability system that provides a holistic approach (e.g., academic, social, developmental) to educating students, parents, teachers, administrators, and district leaders for the purpose of improving school performance. • District-wide practices include intentional time for teachers and leaders to learn, digest, analyze, problem-solve and plan for instruction that results in improved student outcomes for academics, behavior, and SEL. • Decision rules are established that articulate entrance and exit criteria for students needing intensified instruction and intervention and are embedded within a multi-tiered system of support. • There is an established practice to ensure system wide fidelity to using/delivering effective instructional practices that results in improved student outcomes.
6. Family and Student Engagement	<ul style="list-style-type: none"> • Student agency and voice is fostered to promote critical thinking and leadership that contributes to decisions being made. • There is an expectation in the Local Education Agency and support is provided to schools to ensure family/guardians, and other caregivers, and students are active members and decision makers within the district system of support and school community.



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	<ul style="list-style-type: none"> • The district and school communities cultural and linguistic needs are reflected in the resources, engagement activities and curriculum. • The local educational agency actively seeks and acts upon two-way communication with students and families/guardians. • Written protocols that delineate practices are developed that promote and engage students and families.
7. Instructional Leadership Teams (ILTs)	<ul style="list-style-type: none"> • ILTs exist in every school and meet regularly with organized agendas, minutes and a clear purpose for the team. • ILTs reflect cross grade and disciplinary representation of student groups including EL, gifted and students with disabilities. • Participants are capable and empowered to use data to design instruction based on the needs for each and every student. • ILTs are actively involved in facilitating culturally responsive data driven decision making and creating the instructional supports necessary to deliver best first instruction that result in improved school-wide student outcomes. • ILTs facilitate professional development and coaching on instruction, assessment and data driven decision making.
8. Administrative Coaching and Leadership	<ul style="list-style-type: none"> • Infrastructures exist that support and enhance the administrator effectiveness and instructional leadership. • Administrators clearly demonstrate a balance between building management and instructional leadership. • Administrative practices include targeted instructional coaching to support and facilitate effective teaching strategies and practices. • Administrators spend an extensive amount of time in classrooms observing instruction and providing strengths-based and actionable feedback to teachers. • Administrators demonstrate a consistent use of qualitative and quantitative data to assess the rate of growth for academic, behavior and social emotional learning. • There is a consistent use of data to monitor progress in academic, behavior and social emotional learning. • Administration actively cultivates a growth mind set and a safe environment for personnel to take risks, speak their truth and contribute to decision making. • Administrators actively facilitate and engage parents/guardians as welcomed partners in the school community/family.
9. Professional Learning and Coaching	<ul style="list-style-type: none"> • There is a comprehensive multi-year written plan, based on best practice, for improving teachers- both veteran and new, principals' and staff (classified and certificated) effectiveness in raising student achievement and supporting social emotional learning. • Data based professional learning opportunities foster collective responsibility for improved student performance facilitated by highly effective school and district leaders and grounded in student performance data. • Instructional coaches are in place to support teachers' reflections and efforts to improve classroom practices for academics, behavior and social emotional learning. • Leadership coaching and mentoring provides principals' opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices in order to meet the needs of diverse learners.



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10. Data Management & Student Information Systems	<ul style="list-style-type: none"> ● There is a student information system (SIS) that actively stores and tracks all individual student data [e.g., grades, attendance, discipline], with appropriate access to teachers, administrators and parents. ● The SIS provides for the following user-friendly information: <ul style="list-style-type: none"> ○ cross-departmental continuous improvement of systems ○ information that helps meet federal/state/local reporting requirements ○ data on tracking and reporting longitudinal student progress ○ data to support classroom/school instructional decision-making ○ information that helps understand/address patterns in student performance ○ data that supports the assessment and accountability system(s)
11. District and Leadership Capacity	<ul style="list-style-type: none"> ● There is a process to ensure the capacity of each cabinet member's ability to lead the work under their purview. ● Performance metrics that are aligned with district goals are established across all dept/offices and are regularly reviewed for growth and sustainability. ● Leaders are provided professional learning and coaching opportunities to enhance their skills to fulfill their roles and responsibilities. ● Each dept/office's strategic workflow, metrics and benchmarks are verified with data, aligned with district goals and vision and reviewed regularly ● There is evidence of strong organizational capacity, dynamics, and processes to make coherent, coordinated decisions that improve the overall health and well-being of the district on behalf of students, families/guardians and staff ● District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, accountability and commitment to equity and excellence across the district.
12. Governance Support with Instruction	<ul style="list-style-type: none"> ● The district governance team has clearly established written processes and protocols for the purpose of implementing strong instructional practices and educational supports for each and every student. ● The district governance team has a delineated function and clear understanding of their roles and responsibilities in improving school and educational outcomes. ● The work of the district governance team reflects the local community's values, voice and interests. ● The district governance team demonstrates interpersonal respect, trust, communication, and conflict resolution for each other, district leadership/staff, and the community they serve.