

**Classroom Continuous Improvement
Measure of Implementation**

<p align="center">Competency</p>	<p align="center">Beginning</p> <p align="center">I am just learning these components and in the beginning steps of implementation.</p>	<p align="center">Approaching</p> <p align="center">I implement the components of CCI because it is a district expectation.</p>	<p align="center">Meets Expectations</p> <p align="center">I am implementing the components of CCI and am seeing evidence of improved student achievement, engagement, and student ownership of learning.</p>
<p align="center">Step 1 Learning Requirements</p> <p><i>Why: Students know the purpose of learning for the course</i></p>	<p>Teacher has read and is aware of district reporting topics.</p> <p>Doesn't communicate to students and families.</p>	<p>Teacher understands reporting topics and posts them but doesn't yet communicate to students and families. Reporting topics are not referenced throughout the course.</p>	<p>Teacher understands what students should know and be able to do (reporting topics) by the end of the course/school year and references them frequently with students and families.</p>
<p align="center">Step 2 Class Learning Goal</p> <p><i>Why: Guides class focus and creates a roadmap</i></p>	<p>Teacher may have a goal but it isn't accessible or discussed with students. Teacher goal doesn't align to building strategic plan.</p>	<p>Teacher posts a class learning goal in the classroom but doesn't communicate and discuss the goal with students..</p>	<p>Teacher creates and communicates a SMART goal that includes 100% of students meeting grade level expectations for all reporting topics by the end of the school year.</p>
<p align="center">Step 3 Class Learning Results</p> <p><i>Why: Students see a visual representation of growth over time.</i></p>	<p>Teacher has data but doesn't share with the class yet.</p>	<p>Teacher only has one of the "meets expectations" pieces present, but not both.</p>	<p>Teacher creates visual of whole class performance toward 100% goals.</p> <p>Teachers and students discuss progress of student growth to review and celebrate results.</p>
<p align="center">Step 4 Mission Statement</p> <p><i>Why: Uses student voice to set the tone for the classroom</i></p>	<p>Teacher creates a mission statement for the class without student input.</p>	<p>Teacher and students create and post a mission and it is referred to infrequently.</p>	<p>Teacher and students collaborate to create a mission statement that is posted and referred to often.</p>

<p style="text-align: center;">Step 5 Plan</p> <p><i>Why: Students know the purpose of learning for each 5-10 learning cycle</i></p>	<p>Teacher identifies learning targets but they are not in student-friendly language or shared with students.</p> <p>Learning cycles last more than 5-10 contact days</p>	<p>Learning targets are posted and shared, but are not in student-friendly language.</p> <p>Learning cycles last more than 5-10 contact days.</p>	<p>Short-term learning targets and methods of meeting grade level standards are visible and accessible.</p> <p>Learning targets are in student friendly language.</p> <p>Teacher shares the learning targets for the 5-10 day learning cycle with students.</p>
<p style="text-align: center;">Step 6 Do</p> <p><i>Why: Allows for the study portion to be effective</i></p>	<p>Teacher or student roles are identified, but not both.</p> <p>Learning cycles last more than 5-10 contact days.</p>	<p>Teacher and student roles are identified, but high-yield strategies are not included.</p> <p>Learning cycles last more than 5-10 contact days.</p>	<p>Visible, accessible and shared learning high-yield strategies that identify the student and teacher roles for the 5-10 day learning cycle.</p>
<p style="text-align: center;">Step 7 Study</p> <p><i>Why: Students and teachers analyze learning results together</i></p>	<p>Teacher reflects on results and student performance but does not include students.</p> <p>Learning cycles last more than 5-10 contact days</p>	<p>Teacher and students reflect on performance but do not collaboratively study the results yet.</p> <p>Learning cycles last more than 5-10 contact days.</p>	<p>Teacher and students collaboratively study results and reflect on data from individual and whole group performance on the learning targets from the current 5-10 day learning cycle.</p>
<p style="text-align: center;">Step 8 Act</p> <p><i>Why: Allows improvements to be identified for future learning</i></p>	<p>Teacher does not identify specific action steps for the next cycle.</p> <p>Learning cycles last more than 5-10 contact days.</p>	<p>Teacher creates an action plan based on learning results but without student input.</p> <p>Learning cycles last more than 5-10 contact days.</p>	<p>Teacher and students create a plan of changes based on feedback, reflection and data for the upcoming 5-10 day learning cycle</p>

*5-10 day learning cycle equals 5-10 contact days