

Appendix I

Gap Analyses Using the 14 Parameters

1. Reflect on each of the 14 Parameters and think about your whole-school, whole-system approach to each;
 2. Discuss what you are already doing and fill in the second column;
 3. Commit to the Next Steps you agree to in column 3 and name the person who will lead each action and by when.
- This may take many meetings to complete. It is important to revisit this document at the end of every term. Keep it always in draft!



Parameter	Audit of Things We Are Already Doing	Next Steps
1 Shared Beliefs and Understandings - All students can achieve high standards given the right time and the right support - All teachers can teach to high standards given time and the right assistance - High expectations and early and ongoing intervention are essential - All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do		

Parameter	Audit of Things We Are Already Doing	Next Steps
2 Embedded Knowledgeable Others These Knowledgeable Others are instructional coaches who have time purposefully scheduled during the school day to work alongside classroom teachers, supporting focused work on assessment that informs instruction. Knowledgeable Others must have strong interpersonal skills to build relational trust while co-laboring with teachers.		

Parameter	Audit of Things We Are Already Doing	Next Steps
3 Quality Assessment Informs Instruction - Evidence-proven, high-impact practices, like using ongoing assessment data that differentiate instruction, are embedded in the planning for daily, specific subject classes where every lesson features a literacy skill and teachers embed assessment for and as learning practices to inform their next steps for instruction. Gradual Release and Acceptance of Responsibility (GRR) model to ensure precision in practice.		

Parameter	Audit of Things We Are Already Doing	Next Steps
4 Principal as Lead Learner Instructional leaders: • put FACES on the data and take action to make a difference for all students; • acquire a deep understanding of effective classroom practices by participating in ongoing professional Collaborative Inquiry about high-impact practices; • take part, with their leadership teams, in system learning sessions and plan how they will replicate the learning back in their schools, • conduct Learning Walks and Talks daily in classrooms.		

Parameter	Audit of Things We Are Already Doing	Next Steps
5 Early and Ongoing Interventions - Individual student need is determined by the ongoing scrutiny of a variety of assessment data. - A structured, collaboratively planned approach by all teachers (e.g., classroom, special education, Reading Recovery, English language learner, and support teachers) is necessary to design and deliver units and lessons with an integrated co-teaching approach to supporting all students.		

Parameter	Audit of Things We Are Already Doing	Next Steps
6 Case Management Approach Putting FACES on the data using the case management approach is a two-pronged process: prevention: the co-construction of Data Walls allows staff members to stand back and discuss students' areas of need, to set targets, and to decide what is possible for each FACE, and intervention: case management meetings (CMMs) in which a teacher presents one student at a time, through a work sample, to a problem-solving forum focused on supporting the classroom teacher with a recommended instructional strategy to try.		

Parameter	Audit of Things We Are Already Doing	Next Steps
7 Focused Professional Learning at Staff Meetings Using meeting times for Professional Learning builds teacher and leader collective capacity and develops a common language across all learning areas. Starting with data, teachers who are Knowledgeable Others and leaders together provide the Professional Learning needed at staff meetings, at division meetings, and during Professional Learning Community (PLC) time (see Chapter 3), modeling a culture of learning—the Third Teacher—that reflects clear expectations about precision in practice.		

Parameter	Audit of Things We Are Already Doing	Next Steps
9 Book Rooms of Levelled and Multi-Modal Resources Resources that support differentiated instruction are compiled and organized in a multimedia room or resource center for teachers' access to just-right, just-in-time resources. These high-quality, multi-modal resources reflect the diversity of the community, meet a range of abilities and needs, and address a range of student interests. CLARITY LEARNING SUITE PRECISION IN PRACTICE CLARITYLEARNINGSUITE.COM		

Parameter	Audit of Things We Are Already Doing	Next Steps
10 Allocation of System and School Budgets for Learning Principals and leadership teams intentionally allocate budget items for resources that address instructional needs revealed by school and classroom assessment data. Leaders can articulate why they are doing what they are choosing to do. Equity of outcomes for all learners is assured through budget resourcing (human and material) to support learning and learners.		

Parameter	Audit of Things We Are Already Doing	Next Steps
11 Collaborative Inquiry – A Whole System Approach Every system or school meeting begins with a review of data, searching for the impact of actions taken on previously identified issues. Questions about the data are the basis of SMART goals. Collaborative Inquiry (CI) questions follow and are developed by system leaders, principals, and groups of teachers to test pedagogical approaches they feel will enable instruction to elevate student achievement to meet their collective SMART goals. Development of CI questions is deliberate using a structured, collaboratively planned approach; it is not left to system teams or schools to independently create their own processes because “being systematic” counts.		

Parameter	Audit of Things We Are Already Doing	Next Steps
12 Parental and Community Involvement Research indicates that parent and community involvement increase all students' achievement. Schools build strong relationships with parents by keeping them informed about their children's progress and by involving them in the why and how the school is teaching literacy skills, for example, in every subject area. Parents, caregivers, and the broader community are helped to understand how they can support their children and are continuously invited to provide input into annual system and school plans for improvement.		

Parameter	Audit of Things We Are Already Doing	Next Steps
13 Cross Curricular Literacy Connections Assessment data determine what literacy skills each student will need to develop in order to access a subject's curriculum content; however, teachers in all content areas can further students' achievement by modeling the skills, sharing in the making of meaning, guiding students toward independence, and monitoring their independent work using the Gradual Release and Acceptance of Responsibility model in all subject areas.		

Parameter	Audit of Things We Are Already Doing	Next Steps
14 Shared Responsibility and Accountability Everyone is responsible and accountable for every learner within and across schools in a district and a state. That is, everyone knows and can clearly articulate the system, school, and classroom priority because SMART Goals and CI questions are aligned, clear, precise, intentional, and published. Everyone sees himself or herself as responsible for achieving the goals and accountable for the learning that results from their implementation.		