

Appendix A

Matrix of Scaffolded Learning Using the Gradual Release of Responsibility Model: From Modeled to Shared to Guided to Interdependent Practice and Application for Practitioners

Parameter	Modeled Practice	Shared Practice	Guided Practice	Interdependent Practice	Application
1. Shared Beliefs and Understandings a. <i>All students can achieve high standards given time and the right support.</i>	☐ System and school leaders and teachers can articulate vision everywhere, at any time (Professional Learning [PL] sessions, staff meetings, board meetings).	☐ Leaders and teachers work in smaller clusters or networks with “accountable talk” (i.e., teachers can articulate why and how they teach what they do).	☐ All teachers receive intensive, ongoing PL focused on classroom practice (e.g., literacy walks, Reading Recovery, action research, 3-part lesson for Maths and lesson study).	☐ Special education and regular education assessment and instruction practices are seamless; all students are engaged and achieving, and all parents are involved.	☐ Whole-System-wide Approach with examples that show K-12 students can and will learn.
b. <i>High expectations and early and ongoing intervention are essential.</i>	☐ They use data in the system and schools to set targets; intervention practices are in place in all schools.	☐ They discuss how to use data to differentiate instruction; intervention techniques are discussed and in place at every level.	☐ Teachers collaboratively assess student work; performance targets are visible in every classroom.	☐ The case management approach (CMA) is used for each student who may be struggling, stuck, or needing extending; all students can articulate performance targets and their work to be done.	☐ Teachers are teaching teachers!
c. <i>All teachers can teach to high standards given time and the right assistance.</i>	☐ Leaders and teacher-leaders model and work alongside classroom teachers.	☐ They use video clips to discuss best practices and build on clips.	☐ Knowledgeable Others now embedded, demonstrate assessment and instructional strategies and model giving and getting Descriptive Feedback.	☐ Teachers and leaders co-teach, question each other as critical friends, and examine students’ thinking.	☐ Practice begets even better practice when co-planned, co-taught- co-debriefed and co-reflected on (4 C’s).

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d. <i>Leaders, teachers and students can articulate what they do and why they teach the way they do.</i> (Adapted from Hill and Crévola, 1999)	☐ Leaders and teachers can articulate to colleagues and parents why they are instructing as they are, what they are expecting to see from their students.	☐ Leaders support teachers to share practice through demonstration class visits, opening doors in their own school, watching others work with purpose, knowing what to look for.	☐ Leaders and teachers plan together and watch each other teach (lesson study) and demonstrate student improvement by using samples of student work.	☐ Students can articulate why and how they learn, using the same common language and evidence from their work.	☐ Alignment of the vision and voices of leaders, teachers and students.
2. Embedded Knowledgeable Others (KOs)	☐ Partial staffing is allocated during school day to model successful assessment and instruction practices in every school. ☐ Selection is critical: they must be evidence-proven KOs, credible, supportive, approachable.	☐ Ongoing dialogue with principal and leadership team focuses on system, school, and student data.	☐ Systems find funds to hire and carefully select KOs in every school. ☐ KOs work alongside classroom teachers in planning with data and implementing approaches that meet the needs of every student. ☐ They demonstrate assessment and instruction practices in all subject areas. ☐ They demonstrate technology use as a basic, integral instruction tool.	☐ Step back—lead from behind. ☐ Students consistently use high-impact strategies and skills; teachers and KOs support when necessary. ☐ KOs co-teach (4 C's) with teachers across all divisions to refine practice and focus on students' thinking.	☐ Use their own classrooms to show small groups of teachers explicit examples of high-impact approaches in action. ☐ They demonstrate their diplomacy in every setting, working from where teachers and leaders “are” to where they can be!
3. Quality Assessment Informs Instruction	☐ Minimum 100-minute block is time-tabled for use of high-impact instructional approaches, in all K-12 Subject areas. ☐ Minimum 75-minute blocks are time-tabled for Literacy and Mathematics instruction, in all K-12 Subject areas.	☐ All instruction is planned to progress from modeled to shared to guided to interdependent to application. ☐ Using data, teachers move from whole- to small-group to individual differentiated instruction.	☐ Ongoing diagnostic and formative data determine which students need more daily guided practice. ☐ Assessment informs all instruction. ☐ Literacy and Mathematics Literacy skills are observed and demonstrated through PL, such as Lesson Study sessions.	☐ Students' voice is heard frequently. ☐ Students work independently using explicit, timely, formative feedback from teachers' assessments (e.g., minimum one praise point and one instruction point with examples, Year-level dependent).	☐ Assessment Waterfall Chart (AWC) is evidenced in all K-12 classrooms.

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	☐ Interruptions are eliminated during instructional blocks. <i>Time</i> is protected for instruction (i.e., no field trips, assemblies, announcements).		☐ Higher-order questions promote critical thinking.	☐ Students use multiple forms of technology to demonstrate their thinking and learning and their facility with technologies.	
4. Principal as Lead Learner	☐ Principals can articulate deep, structured understanding of assessment that drives instruction for all staff. ☐ They use technology for effectiveness and efficiency. ☐ They have a KO and are KOs to colleagues.	☐ Principals are part of Teaching and Learning teams attending PL with staff; no other priority is more important to spend time on. ☐ Superintendents, curriculum staff, and principals lead PL sessions.	☐ Principals and staff use data to drive school plans, guide selection of resources and instructional strategies. ☐ They provide focused PL mobilizing resources that reflect district sessions.	☐ Principals and teachers support all students' learning through frequent, non-evaluative Learning Walks and Talks (LWTs) and follow-up reflective conversations with staff about practice. ☐ They ensure that all teachers and students have opportunities to learn with and through appropriate technology.	☐ Principals are KOs who attend and are present at all PL sessions.
5. Early and Ongoing Intervention	☐ Data used to identify struggling students' strengths and areas of need early in each school year at every grade level in order to put interventions and monitoring tools in place immediately.	☐ System, school, and classroom assessment data are shared with all teachers in order to make collaborative decisions about how to move all learners forward who may be struggling, stuck, or need extending.	☐ Guided instruction training in evidence-proven interventions is provided for some teachers who form first cohort, and a systematic plan is developed to provide PL and resources for all teachers in system over a five-year period.	☐ All students are actively engaged in relevant and appropriate learning using high-impact assessment and instruction approaches. ☐ Students use technology to support their individual differentiated learning.	☐ Wait lists are a thing of the past—no students wait! Intervention is urgent. ☐ All students receive the support and precise instruction they require because all teachers know their students' instructional starting points.

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6. Case Management Approach (CMA)	☐ Leaders and teams gather, triangulate, and report data for system, schools and students. ☐ Display performance data privately on a co-constructed Data Wall. ☐ Data folders, Venn diagrams, Excel spreadsheets of student or class profiles are an important part of the work with data but are not “instead of” Data Walls, which must be private (not for students or parents!). ☐ Data are used for staff to initiate discussion and take collective responsibility for all students’ improvement.	☐ Teachers identify the students with whom they need instructional support. ☐ Timetables reflect that specialist teachers in school provide instruction in classrooms to free up classroom teachers to engage in data conversations at the Data Wall and to attend Case Management Meetings (CMM).	☐ Principals, KOs, and classroom teachers come together in regularly scheduled 15-minute CMMs during the school day. ☐ Classroom teachers present students’ work for collective problem solving. ☐ The team recommends instruction strategies to try; whole team, taking ownership for supporting teacher and student.	☐ Teachers implement instruction strategies recommended in CMMs. ☐ They return to follow-up meetings with the CMM team until student improvement is achieved. ☐ Many or all students benefit from the strategies tried for one student: Necessary for one; good for all!	☐ Data Walls demonstrate Putting FACES on the Data; ALL staff own all the FACES and take action! ☐ Conversations and CMMs are routinely scheduled into the school day and data conversations at the Data Wall begin every meeting. ☐ Use CMM Initial and Follow-Up Templates found in Appendix B.
7. Focused PL at Staff Meetings	☐ Principals and leadership teams, as lead learners, model key system messages and embed PL at all staff meetings—and during every learning opportunity.	☐ Principals, KOs, assessment and instruction leads, and teachers, using diagnostic data and observations from LWTs, determine staff learning needs and lead differentiated PL.	☐ Principals and KOs use school data to identify the Parameters that need focused PL. NOTE: Parameters 1, 6, and 14 are non-negotiable; are most challenging; and are always given to review frequently in new ways.	☐ Beliefs match practice and become a habit of mind. ☐ School and classroom learning environments are characterized by high energy and teaching spaces where the Third Teacher is evident and usable.	☐ Learning is the focus of all meetings where staff gather—operational issues are relegated to admin emails. ☐ Where possible, Staff Meetings are held in classrooms where walls and spaces demonstrate The Third Teacher (see Glossary).

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		☐ Teachers use technology to access personal PL 24/7 certainly beyond the scope of in-person PL provided at staff meetings.	☐ They develop a key Collaborative Inquiry (CI) question that reflects the Parameters chosen (see Parameter 11) and may work all year on finding and improving answers in a never-ending CI cycle.	☐ Staff room conversations focus on students' improvement, and students use common language modeled by K–12 teachers.	
8. In-School Co-Teaching Conversations—CMMs and Collaborative Assessment of Student Work (CASW)	☐ Teacher leads/ department heads model what strong practice looks like in all curriculum areas at every large- and small-group teacher and leader meeting; operational issues are reduced to email format.	☐ Weekly discussions of anonymous student work samples at grade, division, or department meetings lead to common language and understanding of curriculum expectation and explicit assessment that informs instruction strategies. ☐ Teachers have common planning time to collaboratively assess anonymous samples of student work and reach consensus through rich dialogue on the level of each piece of work.	☐ Leaders and KOs build and share a varied repertoire of high-impact assessment and instruction approaches to support teachers—this is often actualized at CMMs. ☐ Teachers learn from each other by modeling what is working for them; they walk in other classrooms together to see others' practice and discuss refining their own.	☐ Students benefit from immediate, explicit feedback from teachers about their work and are given on-the-spot instruction to move them forward. ☐ Teachers must record feedback given so they can expect to see it used in the next piece of work.	☐ CASW demands that teachers examine their own practice in light of colleague discussions and also pursue what might be the feedback to the student of this piece of work.

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9. Centralized Resources	☐ Leaders, teacher-leaders, and teacher-librarians collect current print and digitized resources for teachers' and students' use and keep them in a central location for all teachers to use. ☐ Analyze gaps in resources to determine what further resources are needed.	☐ Teachers share the use of leveled texts and multi-dimensional, multi-modal resources, all labeled appropriately according to learners' stages. ☐ Resources are also categorized by authors, genres, and publishers, and include graphic novels, science journals, bibliographies, software, etc. ☐ Leaders and teachers select professional readings (focused on their priority or CI) and discuss at voluntary book studies.	☐ KOs and teachers collaboratively plan and teach lessons using a variety of resources and instructional approaches that meet students' needs. ☐ Teachers use technology to discuss, share, and guide use of exemplary resources with others.	☐ Students see themselves reflected in the classroom resources used. ☐ Students know how to use web-based technology to find resources, information and know how to apply them. ☐ Students share their resources in collaboratively designed group work with built-in individual student accountability.	☐ All staff share the use of collected resources—this becomes obvious and actioned at CMMs where teachers' capacity is built to teach ALL students.
10. Allocation of System and School Budgets for Learning	☐ Senior management and elected officials (trustees) continue to fund needed resources (human and material) in tough economic times by finding operational areas in which to cut costs; they are united in staying the course cited in Parameter 1.	☐ System curriculum consultants share how to use resources and assessment and instructional approaches, using blended learning model (face-to-face time and interactive technology time) to reach all teachers.	☐ KOs support the selection and use of resources for classrooms and book rooms. ☐ Carefully selected resources mirror the diversity in classrooms and enable all students to relate to the resources.	☐ Equity of outcomes for all students is experienced and acknowledged through data—all students are meeting the high performance targets set for them.	☐ When budgets are tight, funding for learning remains the last one intact.

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		☐ Teachers in small groups are expected to try out resources and apply their new skills to refine their practice.		☐ Students, parents, and the community see schools as resources for their own learning; schools find many contextually unique ways to accomplish this.	
11. Collaborative Inquiry (CI)—a Whole-System Approach	☐ Principals and leadership teams model the exploration of system, school, and student data to determine areas of students' strengths and needs.	☐ Principals and leadership teams share data with staff and discuss teaching outcomes necessary to increase growth and achievement for all students. They use data to determine their CI.	☐ System PL is provided to guide staff to focus on developing one CI question re what they need to know more about, based on multiple data sets. ☐ <i>Time</i> is set aside throughout the year for discussion focused on finding answers to the CI question—an example of accountable staff talk.	☐ The system gives money for in-school PL days to consolidate findings in order to answer and write a report on the CI question. ☐ All teachers are committed to applying discussed assessment and instructional approaches needed to answer the AR/CI question to ensure that all students are learning.	☐ Whole-system and whole-school approach to CI becomes the norm as investigations not only unpack high-impact strategies but are also interpreted and applied in every classroom by every teacher—an open-to-learning stance is needed to make this happen.
12. Parental and Community Involvement	☐ Everyone models the belief that parents are students' first and most important teachers and that parents are trusting us to ensure that their children reach their full potential.	☐ Principals and teachers reach out to the community to bring parents in to schools. ☐ Schools host adult learning sessions day/night. ☐ Use of technology and software to learn at home is supported through take-home, teacher-prepared work designed for each student.	☐ Principals and teachers are able to confidently articulate to parents and the community why, what, and how they do what they do in the classrooms.	☐ Parents and students know what, why, and how students are doing and have a clear understanding of learning expectations and what students need to do to reach the next learning level.	☐ Parents see themselves as vital members of the school community who have contributions to make—and are asked to make them.

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13. Cross-Curricular Literacy Connections	☐ The language of the discipline is modeled and deconstructed in every subject area. ☐ The modeled, shared, guided, interdependent, and application (GRR) approach is used to differentiate instruction and scaffold critical thinking as the outcome of learning in all subject areas.	☐ Discussion groups, demonstration classrooms, video streaming, and web technologies are used to share examples of cross-curricular instruction for all teachers' PL.	☐ Curriculum consultants and KOs work alongside classroom teachers to integrate literacy skills and concepts into all subject areas.	☐ Students experience that the taught, learned, and assessed curriculum align. ☐ Students make connections to text as media and media as text. ☐ Students work collaboratively online, building projects together.	☐ Bump-It-Up Walls become Learning Walls in every subject area so that students can self-assess and know their next steps for learning and goal-setting.
14. Shared Responsibility and Accountability	☐ The focused Literacy and Numeracy priority of the nation, state, district, diocese, school, and classroom is aligned, clear, precise, and intentional. ☐ Everyone knows and can articulate the aligned priority. ☐ The priority is clearly reflected in the CI question developed (Parameter 11) in every school using the triangulation of data.	☐ All elementary and secondary school teams participate in evidence-proven Precision-in-Practice. ☐ Presentations from every school occur at system-wide Learning Fairs. ☐ Principals and teachers conduct non-evaluative, focused LWTs together to ask the reflective "5 Questions" about practice that go deeper and cause reflection on their own practice. ☐ Classroom teachers open doors to each other, making practice public.	☐ All schools host their own Learning Fairs for parents and community members. ☐ Teams of teachers present their CI findings' evidence that shows increased students' growth and achievement at their school Learning Fairs. ☐ Streaming technology is used to make the Learning Fair presentations accessible to the broader community. ☐ All teachers use assessment data to drive differentiated instruction.	☐ The CMA (Parameter 6), with <i>time</i> during the day, is available to any teacher who is struggling to reach a student; teachers and leaders, assisted by colleagues, find assessment and instruction strategies that work with each student brought forward to a CMM and continue until they find an approach that works, never giving up on one student, thus all becoming accountable and responsible for all students and supportive of all teachers.	☐ System improvement is an outcome of a line-of-site to exemplary classroom practice. ☐ Staff and students are supported with "just right" resources and "just-in-time" instruction and PL directed at each student's point of need. ☐ All teachers become/are intervention teachers. ☐ All teachers and leaders can teach ALL students using evidence-proven approaches. ☐ Everyone is a leader.

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			☐ Assessment data are delivered to leaders' and teachers' desktops, making everyone accountable and responsible for putting individual student FACES on the data and taking action for all students. ☐ Principals and teachers conduct non-evaluative LWTs together, which result in coaching. ☐ Conversations go deeply into practice that support all students' growth and achievement.	☐ Students, facilitated by teachers, present at Learning Fairs in their schools and can articulate to parents and the broader community why they have improved in their learning and what the their next steps will be. ☐ Teachers and Leaders show how their work is connected to the system work at the Learning Fairs. ☐ Students and teachers develop Sharepoint or other technology places to communicate their achievements continuously to those beyond their schools (superintendents, community members, trustees, etc.). ☐ Data conversations focused on increasing students' growth and achievement occur spontaneously throughout the school day by all staff and students who make classrooms public places of learning.	