

Instruction-Focused Learning Teams Implementation Tool

The purpose of this tool is to examine the implementation progress of current structures and practices of a school team to determine implementation stages, identify supports needed, and plan actionable next steps.

Note – The stages of implementation are not definitive as separate stopping and starting points. The “end” of one stage overlaps with the beginning of the next stage. School context, capacity, and conditions determine stage designation, team development and learning needs.

Assess your school team's implementation of the following:		Instruction-Focused Learning Teams Implementation Tool					
Structure	Critical Feature	Exploration	Installation	Initial Implementation	Full Implementation	Improvement and Innovation	What Support is Needed? Actionable Next Steps
Instruction-Focused Learning Teams	Using Data	Identify team learning needs regarding effective use of student data to drive instruction and the team members' depth of assessment literacy.	Identify professional development to support data-driven decisions. Pilot a data-driven decisions model by collecting data (including student work) to examine and determine the scope of student learning needs and evidence-based strategies.	Transfer evidence-based strategies from the team to classroom implementation. Collect data about strategy use and impact to support student progress toward specific learning goals or targets.	Share data with team. When evidence indicates that the strategy is implemented as intended and students are making progress, the practice is embedded as standardized instruction. Differentiated instructional coaching is provided for teachers needing more support.	Collect and analyze data over time (student work, fidelity of implementation data, formative and summative data, and system support planning). Sustain practices that continuously improve both teacher and student learning.	

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Instruction-Focused Learning Teams	Recursive Instructional Problem	Identify instructional problem(s) and generate staff agreement about content and instruction specific to the Minnesota Academic Standards.	Determine support structures, resources, staff training, coaching, and modeling needed for initial implementation related to the instructional problem.	Pilot evidence-based strategies to determine fidelity of practice and ongoing impact on the identified instructional problem specific to mastery of Minnesota Academic Standards.	Make adjustments from initial implementation to fully realize student benefits in content-area standards and to reach student learning targets.	Embed the evidence-based practices that support the Minnesota Academic Standards to increase student achievement.	
	Theory to Practice	Initiate exploration of evidence-based practices that impact instructional changes to accelerate student achievement.	Establish team supports (including coaching). Use data to select evidence-based instructional strategies for student needs.	Ensure that team members transfer selected instructional strategies into classroom practice. Work out details, structures and unanticipated issues.	Report back to team and collaborate to make adjustments from initial implementation for consistency of evidence-based practices for full benefit for students.	Collaborate with grade level and content teams to embed the evidence-based practice and improve both teacher and student learning.	