



REFERENCE GUIDE

LEADERSHIP DEVELOPMENT FRAMEWORK

AREA 1: DATA AND THE DECISION-MAKING PROCESS

Superintendent	District Leadership Team	Building Leadership Team	Teacher-based Team
<p>Area 1 underscores the importance of making decisions about educational needs and actions based on evidence (data) and logic (sound reasoning), emphasizing that:</p> <ul style="list-style-type: none"> • A culture of trust and openness between educators and leaders sustains data use over time. • Sustained use of data directs educators' attention to performance differences across student groups. • Routine data use builds internal forms of accountability. 			

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Establish clear expectations for and require the effective use of data at all levels of the system to drive improvement in instructional practice, to assess its impact on student achievement, and to make decisions about teaching and learning. 2. Build a culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development. 3. Require the use of current disaggregated student achievement data to establish focused goals and measurable strategies for instruction and achievement. 4. Use data to set performance targets for each building and grade level, planning for the success of all children and designed to close achievement, expectation, and implementation gaps for every subgroup of the population. 5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the organization. 6. Expect district administrators and principals to model and monitor use of data to inform instructional decisions. 7. Establish, as a part of the central office, services to regularly review and analyze building-level data and to provide guidance for district and building-level actions and the actions of teacher-based teams. 	<ol style="list-style-type: none"> 1. Establish and implement procedures and norms requiring the effective use of data at all levels of the system to drive improvement in instructional practice, to assess the impact on student achievement, and to make decisions about teaching and learning. 2. Model the effective use of data as an ongoing strategy to improve adult implementation and student performance. 3. Require the use of current aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement. 4. Based on data analysis and interpretation, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement, expectation, and implementation gaps for every subgroup of the population. 5. Assist administrators in monitoring staff use of data to inform instructional decisions. 6. Provide training, support, and guidance in the effective use of data for building leadership teams and teacher-based teams. 	<ol style="list-style-type: none"> 1. Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning. 2. Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development. 3. Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement. 4. Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement, expectation, and implementation gaps. 5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building. 6. Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade-level configurations, interventions, etc.). 7. Provide support to all teacher-based teams and regularly review and analyze building-level data and to provide guidance for classroom-level and teacher team actions. 	<ol style="list-style-type: none"> 1. Engage all instructional personnel as members of one or more teacher-based teams [Note: TBT instructional personnel include all personnel who have responsibility for making decisions about teaching and learning for an assigned group of students, including but not limited to general education teachers, intervention specialists, related services personnel, gifted/talented instructors, ELL instructors]. 2. Follow established conditions (e.g., norms, expectations, roles, responsibilities, schedules) necessary for effective team functioning. 3. Collect, chart, and analyze pre- and post-aggregated and disaggregated student data (including data by subgroups) related to the common student learning/plan indicators that are being addressed by the team for the purpose of identifying student strengths and needs, and assessing student mastery of identified standards-based concepts and skills. 4. Use student data, as a team, to determine the level of student progress and make instructional decisions related to meeting the differentiated learning needs of the assigned group of students. 5. Monitor, as a team, the effectiveness of the TBT and the degree of classroom implementation of agreed-on instructional strategies. 6. Serve as a vehicle for continuous feedback and support among team members and shared professional learning by regularly reviewing and analyzing student performance data and data related to team member implementation of agreed-on instructional strategies. 7. Report TBT student achievement and adult implementation data results to the BLT on a regular basis.
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KEY: **1=Initiating:** Planning for implementation
3=Progressing: Moderate level of implementation

2=Emerging: Low level of implementation
4=Accomplished: High level of implementation

AREA 2: FOCUSED GOAL SETTING PROCESS

Superintendent	District Leadership Team	Building Leadership Team	Teacher-based Team
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Area 2 asserts that planning for improved teaching and learning requires focus, emphasizing that:

- Focus is strategic at the district level and involves selecting a limited number of goals and strategies; it is the core of coherent improvement planning.
- All levels of the system need focus to sponsor development of practices that work to support all teachers' teaching and all students' learning.
- A limited portfolio of goals builds shared responsibility for the learning of all students and student groups.
- Incoherent program adoptions block the systemic improvement of teaching and learning.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Commit, in conjunction with the board of education, the district and all schools to make continuous progress toward meeting district goals and performance targets for instruction and achievement. 2. Ensure the collaborative development and ongoing monitoring of a single district improvement plan that focuses on a limited number of district goals. 3. Implement the district improvement plan with a limited number of focused district goals that are based on current aggregated and disaggregated student achievement data. 4. Establish and convey the district's vision and mission for guiding the collaborative development and communication of district goals. 5. Ensure that schools have focused building improvement plans that are clearly aligned to and designed to meet district goals. 6. Develop and implement an internal accountability system that holds the adults at all levels accountable for results. 7. Implement a sustainable system for monitoring progress, providing feedback and support, and making adjustments to implementation of the district improvement plan. 	<ol style="list-style-type: none"> 1. Support the development and ongoing monitoring of a single district improvement plan that focuses on a limited number of district goals. 2. Facilitate the implementation of the district improvement plan with a limited number of district goals that are based on current aggregated and disaggregated student achievement data. 3. Commit to continuous improvement toward meeting district goals. 4. Convey to all schools the district's vision and mission for guiding the collaborative development of district goals, and communicate performance targets to all buildings. 5. Ensure that schools have a focused school improvement plan (SIP) clearly aligned to and designed to meet the district's CIP. 6. Implement an internal accountability system that holds the adults at all levels accountable for results. 7. Monitor the progress of the district improvement plan and, based on current data, make necessary adjustments. 	<ol style="list-style-type: none"> 1. Communicate to all staff how the district's vision and mission and focused goals relate to the school improvement plan (SIP). 2. Commit to the development, implementation and ongoing monitoring of the SIP (based on current aggregated and disaggregated student achievement data) aligned to the district's CIP. 3. Develop and implement internal accountability indicators for research-based/effective practices and objective performance that hold staff accountable for results. 4. Use a sustainable data-based system to monitor progress, provide feedback and support, and make necessary adjustments to the implementation of the SIP. 	<ol style="list-style-type: none"> 1. Establish clear learning objectives for what all students should learn and be able to do aligned with the district and school focused goals, strategies, and actions for instruction and achievement. 2. Implement focused strategies and actions in accordance with adult implementation indicators as outlined in the district and school improvement plans. 3. Monitor frequently, as a team, the degree of implementation of selected strategies and actions, and make necessary adjustments to ensure alignment with the district and school focused goals, strategies, and actions for instruction and achievement. 4. Monitor frequently, as a team, the progress of students in response to focused strategies and actions implemented by the team and make necessary adjustments based on measured levels of student learning.
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AREA 3: INSTRUCTION AND THE LEARNING PROCESS

Superintendent	District Leadership Team	Building Leadership Team	Teacher-based Team
<p>Area 3 highlights the need for the collective adaptation of evidence-based practices in order to improve teaching and learning, emphasizing that:</p> <ul style="list-style-type: none"> • DLTs, BLTs, and TBTs do this work in Ohio. • Educators' collaborative work on teaching practices drives improvement in teaching and learning. • Locally relevant data efforts should guide collaborative decisions about changes to instructional practice. • Teaching practices that need collaborative attention the most are those used with marginalized student groups. 			

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Require the district-wide use of an established curriculum aligned with district goals. 2. Ensure the development and implementation of high-quality standards-based instruction aligned with district goals. 3. Establish clear priorities among the district's instructional goals and strategies. 4. Require use of a process that accurately monitors implementation of the district's instructional program. 5. Ensure that the district curriculum and instructional program are designed to provide full access and opportunity to all students/ student groups to meet district goals. 6. Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of its instructional program to ensure that all students meet performance targets. 7. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals. 8. Define and expect principals to fulfill instructional leader responsibilities. 9. Require administrators, building leadership teams (BLTs), and teacher-based teams (TBTs) to take action to ensure the progress of each student toward meeting district goals. 	<ol style="list-style-type: none"> 1. Support the implementation of high-quality standards-based instruction aligned with the district's curriculum and goals for instruction and achievement on a district-wide basis. 2. Assure that the district curriculum is the curriculum used in all schools. 3. Convey clear priorities among the district's instructional goals and strategies. 4. Ensure the delivery of high-quality instruction on a district-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction. 5. Implement the process that accurately monitors the district's instructional program. 6. Monitor student achievement, ensuring that school instructional practices are designed to provide full access and opportunity to all students/student groups to meet district goals. 7. Ensure the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the district's instructional program to ensure that all students meet performance targets. 8. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals. 9. Assist administrators in fulfilling instructional leader responsibilities. 10. Assist administrators, building leadership teams (BLTs), and teacher-based teams (TBTs) to effectively monitor the progress of all students in their building toward meeting district goals. 	<ol style="list-style-type: none"> 1. Ensure that the established district curriculum is the curriculum used by all teachers in the school, and ensure instruction is aligned with the big ideas and essential questions embedded in the curriculum. 2. Establish priorities for instruction and achievement based on data and aligned with district goals. 3. Monitor the implementation of the school instructional program and the follow-through on the implementation of the teacher-based teams' specific recommendations for instructional strategies. 4. Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction. 5. Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building's instructional program to ensure that all students meet performance targets. 6. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals. 7. Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district's CIP. 	<ol style="list-style-type: none"> 1. Use the established district curriculum as the framework for TBT work and ensure instruction is aligned with the big ideas and essential questions embedded in the curriculum. 2. Provide full access to core instruction – aligned with the district's established curriculum and priorities for instruction and achievement – for all students, regardless of label. 3. Establish priorities for differentiated instruction based on TBT student data and aligned with district and building focused goals, strategies, and actions. 4. Develop and use, through focused collaborative discussion, specific instructional strategies that address student learning needs and meet the district's/school's priorities for instruction and achievement. 5. Increase the quality of teacher instructional discourse to improve student outcomes. 6. Use collaboratively developed common formative classroom assessments to gauge student progress toward meeting the district and school focused goals, strategies, and actions. 7. Monitor individual student achievement and growth to ensure that each student is making adequate progress toward achieving district and building learning goals for all students.
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AREA 4: COMMUNITY ENGAGEMENT PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Teacher-based Team

Area 4 asserts that the improvement of teaching and learning requires the support of local communities, emphasizing that:

- Meaningful relationships embed respect, shared participation, and shared responsibility.
- Communities, families, and public schools need to work together to support the common good.
- Authentic family engagement secures equity.
- Too many educators remain reluctant to engage families and communities.
- Authentic family engagement improves student performance.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Collaborate effectively with internal and external community members in the development and support of district goals. 2. Communicate clear expectations with regard to district goals. 3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals. 4. Ensure that partnership activities are focused on district goals. 5. Provide for training/support as needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals. 	<ol style="list-style-type: none"> 1. Collaborate effectively with internal and external community members in the development and support of district goals. 2. Communicate clear expectations with regard to district goals. 3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals. 4. Develop partnerships focused on district goals. 5. Provide training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals. 	<ol style="list-style-type: none"> 1. Ensure that building strategies/action steps for instruction and achievement are aligned with district goals. 2. Engage internal and external community members in establishing and supporting building-level strategies/action steps for improving instruction and achievement. 3. Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis. 4. Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement. 5. Develop collaborative partnerships aligned with building-level strategies/action steps for improving for instruction and achievement. 6. Provide for training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with building-level strategies/action steps for improving for instruction and achievement. 	<ol style="list-style-type: none"> 1. Ensure that TBT priorities are aligned with building and district focused goals, strategies, and actions. 2. Communicate clear expectations to internal and external community members in relation to the purpose and value of TBTs in improving the quality of instruction provided by the district. 3. Communicate clear learning expectations to parents and families with regard to individual student achievement and growth. 4. Integrate the support provided through BLT-developed collaborative partnerships, community activities, and parental feedback to improve and enhance the work of TBTs across the district.
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AREA 5: RESOURCE MANAGEMENT PROCESS

Superintendent	District Leadership Team	Building Leadership Team	Teacher-based Team
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Area 5 notes that focused improvement planning requires follow-through with resource allocation, emphasizing that:

- Personnel, facilities, administrative attention, goods and services, and professional development must follow the focus of the improvement plan.
- The way leadership teams allocate money and other resources matters for the improvement of teaching and learning.
- Resource allocation should support the goals and strategies identified to promote improved learning for all children.
- The deliberate allocation of resources to address equity pushes against the barriers that structure inequity in school and society, but the barriers do not readily give way.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Focus the use of district resources, including time as well as staff, programmatic, and monetary resources, to support district goals. 2. Use data to inform the budget process and ensure that appropriate resources are allocated to support the district's continuous improvement plan (CIP). 3. Support the effective use of data to improve focused planning and instruction on a district-wide basis. 4. Support and equitably allocate resources to principals and their schools to meet the district's CIP and school improvement plan (SIP). 5. Establish procedures to screen, interview and select staff based on district goals. 6. Develop and implement a system for staff performance reviews aligned with district goals. 7. Provide for extensive job-embedded professional development for all staff aligned with district goals. 8. Eliminate initiatives that are not aligned with district goals, or are ineffective in meeting district goals. 	<ol style="list-style-type: none"> 1. Assess and make recommendations to the superintendent regarding financial and capital management aligned to district goals for instruction and achievement. 2. Use data to inform the budget process and allocate district resources to support district goals. 3. Allocate equitable and appropriate time, training, and resources to support the effective use of data to improve focused planning and instruction on a district-wide basis. 4. Assess and make recommendations to the superintendent regarding human resource development (including developing others as leaders) aligned to district goals. 5. Assess and make recommendations to the superintendent regarding scheduling aligned to district goals. 6. Support and allocate resources to schools to meet district goals. 7. Screen, interview and select staff based on district goals. 8. Establish and implement supervisory systems that ensure progress toward meeting district goals. 9. Provide for extensive job-embedded professional development aligned with district goals. 10. Identify initiatives not aligned with or ineffective in meeting district goals that should be eliminated. 	<ol style="list-style-type: none"> 1. Use data to inform the budget process and allocate building resources to support building-level strategies/action steps for improving instruction and achievement. 2. Use resources to provide training on the effective use of data for planning and instruction. 3. Screen, interview and select staff based on building-level strategies/action steps for improving instruction and achievement. 4. Align staff performance reviews with building-level strategies/action steps for improving instruction and achievement. 5. Make recommendations for human resource development (including developing others as leaders) with building-level strategies/ action steps for improving instruction and achievement. 6. Make recommendations for human resource deployment (teacher assignment, staffing patterns) with building-level strategies/ action steps for improving instruction and achievement. 7. Provide for extensive job-embedded professional development aligned with building-level strategies/action steps for improving instruction and achievement. 8. Make recommendations regarding scheduling and time management based on building-level strategies/action steps for improving instruction and achievement. 9. Eliminate initiatives that are not aligned with or are ineffective in meeting building-level strategies/action steps for improving instruction and achievement. 	<ol style="list-style-type: none"> 1. Use team time to focus on constructive discourse and reflection about effective instructional practice. 2. Utilize the district- and building-established data reporting system. 3. Identify, based on data, the level and type of support needed from the BLT and DLT to support TBT members to learn and improve. 4. Participate in targeted professional development based on identified team needs. 5. Support and implement the replication of effective instructional practices identified on a district- and building-wide basis.
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AREA 6: BOARD RELATIONS AND GOVERNANCE PROCESS

Superintendent	District Leadership Team	Building Leadership Team	Teacher-based Team
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Area 6 underscores the importance of the school board, and governance at the school and classroom level, in the improvement of teaching and learning, emphasizing that:

- The improvement of teaching and learning requires the support of the school board.
- Effective boards help districts sustain their focused improvement goals.
- School boards set the tenor of district governance culture.
- District governance culture can support (or subvert) improved teaching and learning.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Keep the purpose of ensuring the success of every student central to all decisions. 2. Work in partnership with board members to adopt and review all policies in meeting the district goals. 3. Report student achievement data and progress on district goals to the board on a regular and frequent basis. 4. Maintain high expectations for district and school performance. 5. Continually promote high expectations so that all internal and external stakeholders can articulate district goals. 6. Provide opportunities for and encourage board member participation in professional development aligned with district priorities. 	<ol style="list-style-type: none"> 1. Keep the purpose of ensuring the success of every student central to all decisions. 2. Support the superintendent's work in partnership with board members to adopt and continually review progress toward meeting district goals. 3. Provide data and reports to the superintendent to inform the board as part of policy governance. 4. Maintain high expectations for district and school performance. 5. Continually promote high expectations so that all internal and external community members can articulate district goals. 6. Support the provision of professional development aligned with district priorities for board members. 	<ol style="list-style-type: none"> 1. Work in partnership with district leadership to continually review the school's progress toward meeting the building-level strategies/ action steps aligned with district goals. 2. Keep the purpose of ensuring the success of every student central to all decisions. 3. Ensure that monitoring implementation of the building improvement plan is a standing agenda item of school staff meetings. 4. Continually communicate high expectations for school performance. 5. Continually promote high expectations so that all internal and external community members can articulate the building-level strategies/ action steps for improving instruction and achievement. 6. Promote shared leadership through the effective use of teacher-based teams aligned with the building-level strategies/action steps for improving instruction and achievement. 	<ol style="list-style-type: none"> 1. Understand the purpose and function of TBTs and their relationship to the DLT and BLTs across the district. 2. Establish a calendar that outlines meeting dates and times, within the required district/ building schedule. 3. Bring relevant formative data/information to team meetings. 4. Use established protocols to facilitate meaningful and efficient communication, problem solving, and learning. 5. Align the team's work with district- and building-developed strategies and indicators. 6. Provide written documentation of decisions made by the team, including task assignments and associated time lines for following up on decisions made. 7. Evaluate continuously the effects of the implementation of shared work on student performance.
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