

## Figure 8.2: Leadership Team Reflection Tool

High Achievement for All Learners	
<b>Check Yourself</b>	
<b>Do We Have a Firm Foundation at Tier 1 and Tier 2?</b>	
The leadership team reviews the following criteria to help them determine next steps in achieving the goal of high levels of achievement for all learners. The success criteria in the left column are areas critical to creating a firm foundation at Tier 1 and Tier 2. As leadership teams discuss the practices listed in the left column, they make note of their current practices and next steps in the right column.	
Foundational Success Criteria	Practices Currently in Place and Next Steps for Our Team
<b>Beliefs and Culture</b>	<b>Beliefs drive the practices of the school.</b>
The school values collaborative decision making.	
All staff see all students as their responsibility.	
Learning is the fundamental purpose of the school.	
Leaders at all levels continuously use data to improve teaching and learning.	
<b>Collaborative Practices</b>	<b>Collaborative teams work for the common purpose of high levels of achievement for all learners.</b>
Grade or subject-level educators regularly collaborate with interventionists and special educators to align practices.	
All teachers have regularly scheduled collaborative time for planning and data review during the school day.	
Teachers use collaborative practices such as co-planning, commonly developed assessments, co-teaching, or partner teaching.	
The school uses partnerships with outside agencies to allow for wraparound services.	
<b>"All Means All" Academic Instruction</b>	<b>The school uses inclusive practices to improve achievement of all learners.</b>
The RTI at Work model is in place at all tiers of instruction.	
Students receive support, including intense interventions based on identified needs, not labels.	
Teams match intense interventions to the type and intensity of student need.	
All work, including instructional planning, is guided by the four critical questions essential for learning (DuFour et al., 2016): 1. What do we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency? (p. 59)	
Staff understand and use the principles of UDL when planning.	
Teachers consistently use flexible grouping to increase student engagement and participation in learning.	
Differentiation and UDL are common practices in all classrooms.	

Teacher teams, including interventionists, design Tier 3 interventions to support students in achieving essential standards.	
All students receive instruction in grade-level essential standards.	
<b>“All Means All” Behavior Instruction</b>	<b>Positive behavior support is in place at all tiers of instruction.</b>
The RTI at Work model includes both academic and behavior supports at all tiers of instruction.	
Leadership and teacher teams have identified all essential behavior skills.	
Universal screening includes assessment of academic and social behaviors.	
The leadership team has developed a matrix for teaching behavior schoolwide.	
Schoolwide behavior instruction occurs multiple times per year in order to reinforce, reteach, and address the needs of students new to campus.	
Teachers explicitly teach behavior, including self-monitoring and self-management at Tiers 2 and 3.	
The intervention team has a process to identify, action plan, and progress monitor for behavior.	
<b>Educator Supports</b>	<b>Educators at all levels receive the support necessary for the implementation of PLC at Work and RTI at Work practices.</b>
New initiatives are limited to those necessary for teams to grow and learn in the implementation of PLC at Work and RTI at Work practices, which includes topics such as high-impact instruction, assessment, use of data, and collaborative practices. Those topics critical to success receive sustained staff development.	
All staff are provided targeted PD as needed to meet student achievement goals.	
Collaborative teams are encouraged to use action research to find and implement best practices.	
<b>Data-Informed Practices</b>	<b>Staff use data regularly for the purpose of continual improvement.</b>
The leadership team uses data to monitor school progress, guide instructional practices, and make school decisions.	
A system for monitoring student progress on essential academic and behavior standards is in place beginning at Tier 1.	
Universal screeners are in place for reading, mathematics, and behavior.	
Common formative assessment results are used to adjust Tier 1 instruction and determine Tier 2 interventions.	
Teachers and the intervention team regularly monitor student progress in interventions for behavior and academics.	
The effectiveness of interventions is regularly reviewed.	