

LEVEL 1: ORIENTATION PHASE (< 1 year)

<i>Role of the consultant</i>			<i>Role of the school/district leadership</i>	
Establish context for the work	Provide direct instruction on key areas	Structure guided practice for participants	Name the territory for the context, instruction, practice	Complete a diagnostic assessment to determine: <ul style="list-style-type: none"> - relationship of key learnings to existing practice, culture, philosophy and mission - significance of priority given mission and school improvement goals * Self-assessment can be completed with support of consultant if needed
Deliverables: <ul style="list-style-type: none"> - Tailor focus of context, direct instruction and guided practice based on identified needs, audience size and composition and past areas of focus - Make recommendations about next steps based on system goals, level of urgency and resource allocation <ul style="list-style-type: none"> o For further study or exploration o For development of expertise amongst a defined group of staff o For systematic development of all staff 				

LEVEL 2: DEVELOPMENT PHASE (1-3 years)				
<i>Role of the consultant</i>			<i>Role of the school/district leadership</i>	
Extensive training in key concepts, knowledge and skills	Development and implementation of feedback cycle governed by design standards	Support in the development and identification of models of quality work	Adoption of a common design format/template governed by quality expectations	Allocation of necessary resources so that staff collaborate on the design, pilot, analysis and modification of design work
Deliverables: <ul style="list-style-type: none"> ○ Delivers personalized training experiences to staff based on adopted template, design standards, and local/state expectations ○ Develops a peer review process as part of a larger feedback cycle to support collaborative design and refinement efforts ○ Provides examples of quality work to accelerate development of local examples 			<ul style="list-style-type: none"> - Create improvement plan using (or incorporating key elements from) <i>SbD template</i> - Continually evaluate growing expertise of staff as a result of the training (for identification of formal and informal leaders of the work) - Continually evaluate allocation of resources to maximize quality, efficiency, and cost-effectiveness of design - Begin to evaluate the impact of the design work on classroom practice and student learning 	

LEVEL 3: ADOPTION PHASE (1-3 years)				
<i>Role of the consultant</i>			<i>Role of the school/district leadership</i>	
Full development of designs for designated areas, teams, and/or programs	Refine expertise of designated staff in their roles as designers, reviewers, implementers and evaluators	Support in evaluation of policies, structures and resources to align with improvement effort	Adopt and implement data collection tools to determine if and how design work is being used and to document its effect on student learning	Communicate design and implementation work to full school community through public relations materials, agenda items and reports for meetings (Board, PTO, etc.)
Deliverables: <ul style="list-style-type: none"> ○ Delivers personalized training experiences to staff based on adopted template, design standards, and local/state expectations ○ Develops a peer review process as part of a larger feedback cycle to support collaborative design and refinement efforts ○ Provides examples of quality work to accelerate development of local examples 			<ul style="list-style-type: none"> - Review and revise school improvement plan (<i>SbD template</i>) - Continually evaluate growing expertise of staff as a result of the training (for identification of formal and informal leaders of the work) - Continually evaluate allocation of resources to maximize quality, efficiency, and cost-effectiveness of design - Begin to evaluate the impact of the design work on classroom practice and student learning 	

LEVEL 4: MANAGEMENT PHASE (1-3 years)				
<i>Role of the consultant</i>			<i>Role of the school/district leadership</i>	
Provide induction programs for new staff	Evaluate impact of new initiatives, changes in policies, demographics, resources, and personnel on overall improvement effort	Support in the continued development of expertise of staff (formal and informal experts)	Ensure on the accessibility of the design work and review process internally for staff and provide accessibility to exemplars and an overview of the process externally for other stakeholders	Build key principles of improvement effort into anchor policies, practices, and philosophy statements of the district
Deliverables: <ul style="list-style-type: none"> ○ Suggestions for future initiatives based on current system performance ○ Development of final reports on the history of the improvement effort ○ Support in sharing effort with a broader audience (as appropriate) via publiciations, conferences, anecdotes 			<ul style="list-style-type: none"> - Complete school improvement plan (<i>SbD template</i>) - Identify future initiatives to build upon current success 	