



3 YEAR ROADMAP



EdLeader21

3 Year Roadmap



The 3 Year Roadmap seeks to address the challenge many EdLeader21 members have in beginning their 4Cs transformation work. The 3 Year Roadmap aims to “shrink the change” by making the first three years of the district transformation process easier to plan and implement, based on promising practices within the PLC.

BIRD'S EYE VIEW



YEAR 1 | Vision & Plan

District or school transformation process begins with a 21st century vision or profile of a graduate developed with community consensus and an action plan for implementation.



YEAR 2 | Learn & Expand

In the preliminary stages of implementation, there is an emphasis on building professional capacity, engaging early adopters and aligning teaching and learning systems to your 21st century vision for students.



YEAR 3 | Spread & Scale

Readiness to bring implementation to scale involves building system capacity, promoting a culture of continuous improvement and elevating models of success to celebrate and illustrate progress.

Frequently Asked Questions



HOW SHOULD WE USE THE ROADMAP TO SUPPORT OUR WORK?

The most common question we hear in EdLeader21 is “How should I get started with implementation?” The Three Year Roadmap can help focus and prioritize your 4Cs implementation work based on the primary activities of each year:

- Year 1: Create profile of a graduate, community consensus, and implementation action plan
- Year 2: Build leadership capacity, engage early adopters, align curriculum and assessment
- Year 3: For readiness to scale and spread, build system capacity, promote culture of continuous improvement, and elevate models of success.

WHY THREE YEARS AS THE TIMEFRAME?

The overall intention of a “3 year” message is to promote a reasonable sense of urgency. Consider the following:

- A 2nd grader will be a 5th grader by the end of three years.
- A 7th grader will be a 10th grader by the end of three years.
- A 9th grader will be a senior by the end of three years.
- The average superintendent tenure is currently three years.

The roadmap captures the most common “pathway” to accomplish significant progress, bearing in mind that each district/school may take more or less time.

The roadmap is articulated from an “end-of-year” perspective. The roadmap describes what one might expect to see at the end of the 12 month period. In other words, the indicators are describing the floor, not the ceiling: “At minimum, Year 1 we should accomplish...” etc.

HOW IS IT ORGANIZED?

The 3 Year Roadmap is aligned to the 7 Steps implementation model developed by Ken Kay and Valerie Greenhill which provides school and district leaders a process to organize and focus their system-wide work. Each year of the roadmap includes the key outcomes, stakeholders, actions and resources across each of the 7 steps. Having all 7 steps represented in each year of the roadmap allows for multiple entry points into the 4Cs transformation process.

The roadmap is provided in a table format as well as a page-by-page view. The table format allows for a holistic view of each year of the roadmap.

The 3 Year Roadmap is also available online at community.edleader21.com/3YearRoadmap.



YEAR 1 | Vision & Plan

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
OUTCOMES / DELIVERABLES	<p>A clear vision for 21st century student outcomes is established.</p> <p>Finalization of a Profile of a Graduate (PoG) clearly aligned to vision is visible to and available to stakeholders.</p> <p>Multi-strategic action plan to accomplish vision is drafted and ratified.</p>	<p>Representatives from all key stakeholder groups have gone through a consensus building process to ratify the Vision/PoG.</p> <p>Strategic action plan reflects feedback from key community/stakeholder groups.</p>	<p>Visible consistent dedication to Vision/PoG is evident in central leadership work (communications, meetings, department plans, budget priorities, etc.)</p> <p>Major misalignments across the system between current practices and those that support the Vision/PoG have been identified and addressed in the multi-strategic action plan.</p>	<p>The Professional Learning (PL) portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p>	<p>The Curriculum and Assessment portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p> <p>Curriculum reviewed to identify major misalignments with Vision/PoG to address in strategic action plan.</p>	<p>The Instruction (teaching and learning) portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p> <p>Instructional practices reviewed to identify major misalignments with Vision/PoG to address in strategic action plan.</p>	<p>Continuous improvement attitudes are modelled to ensure that “perfect doesn’t become the enemy of the good.”</p> <p>A culture of continuous dialogue and engagement is developed.</p> <p>The Human Resource portion of the strategic action plan that supports Vision/PoG is developed and ratified.</p>
PRIMARY ACTORS	Central office/ Cross-organization Leadership team	Central office/ Cross-organization Leadership team	Central office/ Cross-organization Leadership team Board members	Professional Learning team Cross-organization steering committee	Curriculum & Assessment team Cross-organization steering committee	Instructional team Cross-organization steering committee	Central office/ Cross-organization Leadership team
ACTIONS	<p>Vision-building processes that take into consideration perspectives of societal changes and equity issues are undertaken.</p> <p>Visual representation of Vision/PoG developed.</p> <p>Strategic action planning processes to implement Vision/PoG are undertaken</p> <p>Media coverage of vision building events are shared.</p>	<p>Leadership develops communication strategies and messages for consensus building processes with school board, central office, department teams, principals, parents students, etc. to ratify Vision/PoG.</p> <p>Involvement by representatives from diverse stakeholder groups explore drivers of change and possible responses to a shifting future.</p> <p>Leadership integrates relevant stakeholder input into strategic action plan.</p>	<p>As part of a system-wide alignment to the Vision/PoG:</p> <ul style="list-style-type: none"> Review of governance structures and processes are undertaken with representation from appropriate stakeholder groups. School board and central office, goals and plans are revised and updated to promote implementation of Vision/PoG. Central level operational structures and processes are reviewed to support organizational implementation of Vision/PoG. 	<p>PL team and key stakeholders collaborate to research the best frameworks and processes for 21st Century PL.</p> <p>Current PL structures, allocations and personnel are reviewed in contrast to best practices selected for 21st Century PL.</p> <p>The PL plan uses the Vision/PoG as basis for design principles and content focus of PL.</p>	<p>C&I and Assessment teams collaborate with key early adopters to research the best frameworks and processes for 21st Century curriculum, instruction and assessment.</p> <p>Current curriculum and assessment are reviewed in contrast to best practices selected.</p> <p>Assessment plan with multiple measure of 21st century student performance is developed.</p> <p>Plans for meeting the curriculum and assessment capacity building needs are communicated to all levels of leadership.</p>	<p>Instruction teams with cross-organization representation research and inquire into the types of instructional practices and frameworks that support the Vision/PoG.</p> <p>Instructional development needs (resources and capacities) are articulated and a plan is developed with PD personnel to address gaps and needs</p> <p>Representative student and parent groups join in visioning and planning tasks and processes.</p> <p>Student workshops and forums are held to inquire into drivers of change and possible responses to a shifting future.</p>	<p>Self-assessment of current state conducted to determine baseline of each area of the system.</p> <p>Leadership and governance groups collaborate on ways to develop a culture of continuous improvement with an emphasis on transparency.</p> <p>Organizational capacity building is planned for through strategies for purposeful hiring, development and retention.</p>

YEAR 1 | Vision & Plan

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
KEY RESOURCES	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 1</p> <p>Profile of a Graduate Website</p> <p>Profile of a Graduate Builder Tool</p> <p>Profile of a Graduate Gallery</p> <p>External Resource: Stanford 2025 (Higher ed example)</p>	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 2</p> <p>Profile of a Graduate Implementation Guide</p> <p>Stakeholders Outreach Toolkits</p> <p>Videos on 21st Century Education:</p> <ul style="list-style-type: none"> Making 21st Century Education Happen Above and Beyond Most Likely to Succeed <p>Books: 21st Century Skills: Rethinking How Students Learn (Bellanca & Brandt)</p> <p>The Global Achievement Gap (Tony Wagner)</p>	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 3</p> <p>Videos (webinar): Developing the 4Cs with Systems Thinking</p> <p>External Resource: Partnership for 21st Century Skills MILE Guide</p>	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 4</p> <p>EdLeader21 Events Professional Learning Days EdLeader21 Annual Event</p> <p>Videos (building capacity): The Role of Leaders in 21st Century Education</p> <p>External Resource: World cafe method</p>	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 5</p> <p>Videos (curriculum & assessment):</p> <p>Assessing the Four C's: The Power of Rubrics</p> <p>Big Thinkers: Linda Darling-Hammond on Becoming Internationally Competitive</p> <p>External Resources: Understanding by Design</p> <p>Assessing What Matters (Educational Leadership)</p>	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 6</p> <p>External Resources: Buck Institute for Ed: Project-based learning</p> <p>Literacy Design Collaborative</p> <p>Mathematics Design Collaborative</p> <p>For shifting mindsets:</p> <p>Habits of Mind Growth Mindset</p>	<p>EdLeader21 Resources: The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts - Step 7</p> <p>Books: Coherence: The Right Drivers in Action (Michael Fullan)</p> <p>Most Likely to Succeed (Tony Wagner)</p>

YEAR 2 | Learn & Expand

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
OUTCOMES / DELIVERABLES	<p>Central and site level leadership model the 21st Century outcomes of Vision/PoG</p> <p>Communication and branding tools for Vision/PoG are utilized by leadership at all levels.</p> <p>Vision/PoG is prominent in electronic and printed communications for both internal and external stakeholder groups.</p>	<p>Early adopters are in place across the system to support implementation.</p> <p>Robust partnerships with external stakeholders are in place to enhance support for Vision/PoG implementation.</p>	<p>System-wide updates to policies and structures are ratified and executed to ensure integration of the Vision/PoG into every classroom.</p> <p>Early adopter schools have revised and updated goals and plans to promote implementation of Vision/PoG.</p> <p>Evaluation framework with trusted data sources is underway to identify progress in all areas of the system.</p>	<p>Professional learning is provided to all leadership and early adopter PLC teams for integration of the Vision/PoG.</p> <p>Increased 4C understanding and best practices is observed and documented in early adopter leadership and educators, demonstrating evidence that Professional Learning opportunities and initiatives support Vision/PoG.v</p>	<p>“Intended” curriculum revised and updated with cohesive integration of Vision/PoG clearly delineated.</p> <p>Successful infusion by early adopters of Vision/PoG into “taught” and “learned” curriculum informs improvements for full implementation.</p> <p>Assessment practices piloted with early adopters; implementation plans refined and finalized.</p>	<p>Early adopter leaders and educators have clear understanding of professional practices as aligned to their role in achieving the Vision/PoG.</p> <p>Students and families in early adopter schools have a clear understanding of family engagement as aligned to their role in achieving the the Vision/PoG.</p> <p>In early adopter schools, barriers to student engagement and learning have been identified and a plan for addressing them has been deployed.</p> <p>Successful implementation of 21st Century teaching & learning aligned to Vision/PoG by early adopters informs improvements for full implementation.</p>	<p>Strategic system evaluation processes to gauge progress are developed, communicated and enacted.</p> <p>Internal and external stakeholders reports of progress toward Vision/PoG are in place and are viewed as relevant and accurate.</p>
PRIMARY ACTORS	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Community partnership advisory group</p> <p>Site level leadership</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>	<p>Professional Learning team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Assessment team</p> <p>Curriculum team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Instructional team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p> <p>Student advisory groups</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>

YEAR 2 | Learn & Expand

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
ACTIONS	<p>Communication and branding tools for Vision/PoG and related actions are developed.</p> <p>Ignite presentations are developed to communicate and promote Vision/PoG throughout the organization and community.</p> <p>Media coverage of Vision/PoG implementation events is organized.</p>	<p>Collaboration mechanisms are developed for internal early adopters (students, parents, educators and leaders) of Vision/PoG to connect and share.</p> <p>Outreach strategies are developed to connect with partners (school board, community organizations and agencies, higher education, education organizations, business community, and equity organizations) to promote and implement Vision/PoG.</p>	<p>School board and central, early adopter policies are developed/ revised to support organizational implementation of Vision/PoG.</p> <p>Operational structures and processes are revised and updated to align with Vision/PoG.</p> <p>Governance structure is revised and updated to align to 21st century best practice and the Vision/PoG.</p> <p>Evaluation framework developed for each area of the system to track progress toward achieving the Vision/PoG.</p>	<p>Pathways for 21st century learning articulated and integrated into PL strategies (i.e. PBL, tech infusion, experiential learning etc.) in collaboration with early adopters.</p> <p>PL strategies are piloted with early adopter leaders, educators, parents and students to customize, refine and identify capacity building needs to address.</p> <p>Learning walks conducted to identify successful teaching and learning strategies that support Vision/PoG in action.</p> <p>Classroom examples of instructional practices, learning environments, etc. that support Vision/PoG are collected and shared.</p>	<p>Curriculum and Assessment teams collaborate with early adopters:</p> <ul style="list-style-type: none"> • Articulate PoG outcomes and map with core academic curriculum. • Develop curricula design framework (such as UbD) that supports PoG and core content. • Articulate horizontal and vertical alignment of Vision/POG rubrics and assessment measures • Develop assessment plans to guide system-wide assessment work. • Experiment with Formative assessments; Making your thinking visible • Student self-assessment • Conversation among teachers and students about what is being learned about instruction and learning regarding the PoG and how that information can be used to improve. 	<p>Instruction teams collaborate with early adopters:</p> <ul style="list-style-type: none"> • Desired instructional practices are identified and characteristics are clearly articulated. • Educator profiles that articulate desired professional practices are developed and communicated. • Appropriate personnel and groups undertake self-assessment or review of current instructional practices. • Students provide input into appropriate levels of equity and student support needed to successfully achieve the learning outcomes. • Students direct their own learning through meaningful opportunities within and outside the school setting. • Students provide input into school/system planning for full implementation. • Deep PD on the 4Cs rubrics (for students) to develop student friendly "I Can" statements for performance and self-assessment. 	<p>Improvement models applied to early adopter efforts to identify what works and doesn't work to inform plans for full implementation of Vision/PoG.</p> <p>Mechanisms for sharing successes and areas for attention with key stakeholders (central office, educators, students, community members, parents, etc.) are developed.</p>

YEAR 2 | Learn & Expand

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
KEY RESOURCES	<p>EdLeader21 Resources: STEP21 self-assessment – Leadership & Vision for 21st Century Student Outcomes</p> <p>Videos (EL21 member practices) Ignite Presentations</p> <p>External Resources: How Great Leaders Inspire Action, Simon Sinek</p> <p>The Power of Branding, Corwin Connected Educator Series)</p>	<p>EdLeader21 Resources: STEP21 self-assessment – Leadership</p> <p>STEP21 Community</p> <p>Stakeholders Outreach Toolkits</p>	<p>EdLeader21 Resources: STEP21 self-assessment – Governance; Human Resources; Operations; Budget/Finance</p> <p>External Resource: Partnership for 21st Century Skills MILE Guide</p> <p>Books: The Dance of Change: The challenges to sustaining momentum in a learning organization (Peter Senge)</p>	<p>EdLeader21 Resource: STEP21 self-assessment – Professional Learning</p> <p>Videos (webinar): Professional Learning Communities: The Key to Effective 21st Century Education (Rick DuFour)</p> <p>External Resources: Learning Forward resources Peer Coaching: Unlocking the Power of Collaboration (Foltos)</p>	<p>EdLeader21 Resource: STEP21 self-assessment – Curriculum, Assessment</p> <p>External Resources: Partnership for 21st Century Skills Assessment: A 21st Century Implementation Guide</p> <p>Stanford: Beyond the Bubble</p>	<p>EdLeader21 Resource: STEP21 self-assessment – Instruction; Student Engagement/ Support</p> <p>EdLeader21 4Cs Rubrics</p> <p>External Resources: AVID</p> <p>Authentic Intellectual Work</p> <p>Accountable Talk</p> <p>Design Thinking</p> <p>Austin's Butterfly (Expeditionary Learning)</p>	<p>EdLeader21 Resource: STEP21 self-assessment – Continuous Improvement/Alignment/Culture</p> <p>Videos (webinar): International comparisons with PISA</p> <p>Books: Learning to Improve: How America's Schools Can Get Better at Getting Better (Carnegie Foundation)</p>

YEAR 3 | Spread & Scale

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
OUTCOMES / DELIVERABLES	<p>Support for Vision/PoG as demonstrated by performance indicators are shared and celebrated.</p> <p>Educators at all levels model the 21st Century outcomes of Vision/PoG.</p>	<p>Representatives from all key stakeholder groups have gone through a consensus building process to ratify the performance indicators of progress on Vision/PoG.</p> <p>Evidence of community members/organizations integrated into instructional programming</p> <p>A culture of continuous dialogue and engagement with all stakeholders is in place.</p> <p>Students and families feel that they are working in partnership with the educational organization and collaborating on issues of mutual importance.</p> <p>Educators share benefits gained through engagements with local community groups and business partners.</p>	<p>System-wide processes are fully developed, defined, and communicated for integration of the Vision/PoG into every classroom for every student every day.</p> <p>Models of success across the system are identified and provided as resources to expand implementation of Vision/PoG.</p>	<p>PL is refined and ready for full implementation in all areas of the system for integration of the Vision/ PoG.</p> <p>Professional learning communities are implemented with appropriate supports for PLC collaborations, both operationally and in terms of professional capacities.</p> <p>Evidence of impact is shared to celebrate successes and inform ongoing PL structures and practices aligned to Vision/PoG.</p>	<p>System-wide infusion of the Vision/PoG into core academic curriculum and units at all levels is in place.</p> <p>Student performance is tracked through a balanced system of multiple measures that are embedded with learning outcomes aligned to Vision/PoG.</p> <p>Scaling out the best practices regarding formative assessment, student's self-assessment, and using information to have conversations about instruction and learning and plans to improve is in place.</p>	<p>Processes and tools to measure the degree of fidelity to the desired teaching and learning strategies aligned to the Vision/PoG are in place.</p> <p>Strategies and resources to ensure equitable access for all students to learning aligned to Vision/PoG are in place.</p> <p>Strategies and resources to address and eliminate barriers to student engagement and learning are in place.</p> <p>Educator observation/evaluation processes and focus are understood and seen as aligned with vision.</p> <p>Student perception regarding the role and relevance of the Vision/PoG in teaching/ learning success is evident.</p>	<p>Continuous improvement mindset and practices are in place to ensure system-wide program coherence and alignment across all levels (vertical and horizontal articulation) with the integration of the Vision/ PoG for every student, every classroom, every educator, every day.</p> <p>Evaluation of progress towards the Vision/PoG is a system-wide endeavor.</p> <p>Processes and metrics for monitoring and improving Vision/PoG implementation over time are in place.</p> <p>Progress on Vision/PoG learning outcomes included in system accountability measures.</p>
PRIMARY ACTORS	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p> <p>Community partnership advisory group</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Community partnership advisory group</p> <p>Site level leadership</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p>	<p>Professional Learning team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Assessment team</p> <p>Curriculum team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p>	<p>Assessment team</p> <p>Curriculum team</p> <p>Cross-organization steering committee</p> <p>Educators advisory groups</p> <p>Student advisory groups</p>	<p>Central office/ Cross-organization Leadership team</p> <p>Site level leadership</p> <p>Community partnership advisory group</p>

YEAR 3 | Spread & Scale

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
<p>ACTIONS</p>	<p>Surveys and other tools to measure performance indicators are developed and deployed to identify stakeholder's (central office, educators, students, community members, parents, etc.) level of understanding and support of Vision/PoG.</p>	<p>Involvement by representatives from all key stakeholder groups explore possible performance indicators of progress in achieving the Vision/PoG for all students.</p> <p>Leadership develops communication strategies and messages for consensus building processes with all key stakeholders to ratify performance indicators of the Vision/PoG.</p> <p>Implementation progress (central office, educators, students, community members, parents, etc.) is shared with key stakeholders.</p>	<p>Formative analysis tool used to measure progress compared to Year1 baseline to take an implementation "snapshot".</p> <p>System-wide professional learning community developed to expand degree of implementation in every classroom.</p> <p>Focus on 2"C's" as district wide goals</p>	<p>Implementation of identified strategies and instructional practices to promote Vision/PoG is expanded and expected in all areas of the system.</p> <p>PLC culture and processes are sustained to support on-going efforts and system-wide improvement in line with the Vision/PoG</p> <p>Teacher-led labs, collaborative learning environments to promote 21st century practice and 4Cs development for educators are developed.</p> <p>Learning walks conducted in all schools to develop system-wide understanding of desired teaching and learning strategies that support Vision/PoG in action.</p> <p>Measures to gauge progress in the impact of professional learning are developed and deployed.</p>	<p>Measures to gauge progress in curriculum and assessment are developed and deployed.</p> <p>Deep learning of both core academic curriculum and 21st century learning outcomes using backward-design process is designed.</p> <p>Assessment instruments focused on benchmarking key learning outcomes and core content are designed and implemented.</p> <p>Data and reporting systems are updated and aligned.</p> <ul style="list-style-type: none"> Key stakeholder groups are involved in the grading and reporting alignment process. <p>Performance-based measures aligned to Vision/PoG expanded:</p> <ul style="list-style-type: none"> Performance tasks are linked vertically to track student progress across the years. Feedback on student progress towards proficiency on Graduate Profile is integrated into Assessment System Student results on performance-based measures highlighted in public communication Rich performance tasks which focus on the blend of core academic and 21st century learning are central to Vision/PoG integration. 	<p>Individual educator learning plan frameworks developed and linked to Vision/PoG.</p> <p>Educator innovation is explicitly supported and included as part of the professional learning plan.</p> <p>Measures to gauge progress in classroom practices and school support structures are developed and deployed .</p> <p>Measures to gauge progress in student social emotional wellness and engagement are developed and deployed.</p> <p>Accountability structures are in place to ensure equitable access for all students to engage in learning that supports the development of Vision/PoG attributes.</p> <p>Students collaborate with leaders to design communication and collaboration pathways between students and the school system</p> <p>Desired instructional practices are clearly aligned with teacher accountability measures.</p> <p>Instruction and PD teams meet to align work in areas of accountability measures and ongoing professional support.</p>	<p>Student work and models of success within the system are shared to ensure system-wide coherence in understanding and use of desired professional practices to achieve the Vision/PoG.</p> <p>Improvement plan for addressing areas in need of attention as identified through evaluation process is developed and ratified.</p> <p>Formative analysis tools and measures of success are devised and a plan for collecting data/evidence across entire system is developed.</p> <p>Stakeholder groups are involved in formative assessments of progress toward achieving the Vision/PoG.</p> <p>Leader and educator effectiveness information is collected, monitored and used to strengthen organizational capacity</p> <p>Stakeholders collaboratively begin identifying measures of success toward the realization of Vision/PoG.</p>

YEAR 3 | Spread & Scale

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KEY RESOURCES	<p>EdLeader21 Resource: STEP21 peer review – Leadership & Vision for 21st Century Student Outcomes</p> <p>External Resources: Free/low cost survey tools (i.e., Google Forms, Survey Monkey, Typeform, Survey Planet) EL21 Key Resource:</p>	<p>EdLeader21 Resource: STEP21 peer review readiness – Leadership</p> <p>External Resources: Whole Child accountability example: Tacoma Whole Child Initiative</p>	<p>EdLeader21 Resource: STEP21 peer review readiness – Governance; Human Resources; Operations; Budget/Finance</p>	<p>EdLeader21 Resource: STEP21 peer review readiness – Professional Learning</p> <p>External Resource: Leadershipforlearning.org Comprehensive Assessment of Leadership for Learning</p>	<p>EdLeader21 Resource: STEP21 peer review readiness – Curriculum; Assessment</p> <p>External Resources: Deeper Learning (Hewlett Foundation) Deeper Learning Student Assessment Initiative Performance Assessment (Jay McTighe)</p>	<p>EdLeader21 Resource: STEP21 peer review readiness – Instruction; Student Engagement/ Support</p> <p>Books: Getting Teacher Evaluation Right (Linda Darling-Hammond)</p>	<p>EdLeader21 Resource: STEP21 peer review readiness – Continuous Improvement/ Alignment/Culture</p> <p>Books: Learning to Improve: How America's Schools Can Get Better at Getting Better (Carnegie Foundation)</p>