

# Sustainability Worksheet

## Purpose

This document is a tool that school-based teams can use to begin planning the use of routines, resources, and structures to support and sustain Student-Centered Formative Assessment (SCFA) networks in their schools or districts. That is, it is a tool for sustaining frequent measurement of student progress that is used collaboratively by both students and teachers to track growth. Further, it supports teachers using regular cycles of inquiry in their classrooms, or Plan-Do-Study-Act (PDSA) cycles, to study their own work and to share findings more easily with colleagues.

This tool's design assumes that individuals can continue this work, but that the most effective practices are more likely to be adapted and sustained within communities. Through **teacher-led learning communities** and **sustainability routines**, it supports schools in using improvement science to refine instruction, spread tested SCFA practices into more classrooms, and create a team structure to support and sustain those efforts. **Learning communities** help teachers to sustain their efforts by supporting collaboration, focusing attention on teaching and learning, and collectively examining data. **Sustainability routines** address a) routines in teachers' *individual* classrooms, b) *cultural* elements (i.e., attitudes, beliefs, and assumptions) among network members, and c) *structures* (e.g., teams, meetings, tools, or resources) that can support ongoing efforts.

## Instructions

This document contains three sections: a) a chart of reflection questions, b) a series of sustainability meeting agendas, and c) a checklist for school-level facilitators, or champions. The question table includes two sets of discussion questions: 3 questions to help teachers plan their individual work, and 6 questions to help groups of colleagues discuss sustainability plans in their school community. We suggest forming a team at the beginning of a year or an academic term, but you can begin when you are ready. Once you bring together your team, consider and discuss these questions together. Then, use the meeting agendas to craft your school's plan. This document can be used in conjunction to an index of promising SCFA routines from the [RI SCAN](#).

Questions to Support Development of Sustainability Principles			
<b>A. Collaboration</b>	With whom could you work on improvement ideas, such as sharing lessons, discussing data, or observing one another's lessons?	Who can lead and champion this work in your school? Should there be one champion or multiple? What could the roles/responsibilities of this person(s) look like (a proposed description is at the end of this document)?	What structures are already in place that might help facilitate the network-style collaboration (e.g., sharing data, change ideas, etc.)? How can your school allot time and space to support continuing this work regularly? Who from your school community would need to be part of discussions to create these spaces?
<b>B. Instructional Focus</b>	What <a href="#">SCFA<sup>1</sup> routines</a> can you adopt/continue that support <i>frequent</i> formative assessment that is <i>embedded</i> in class activities, and shared with students in <i>reflective</i> and <i>collaborative</i> ways? How can you create <a href="#">thoughtful plans</a> or your work?	How can members and leaders support open discussion of change ideas, classroom visits, and sharing of progress and (Plan-Do-Study-Act) PDSA results in your school? What lessons from the formal SCAN network can be brought on the best ways so share information?	What are common instructional priorities in your school? Which new or existing priorities could be good candidates for PDSA Cycles?

<sup>1</sup> Student-Centered Formative Assessment (SCFA) is assessment *for* learning that is frequent, uses measurement, is collaborative with students, embedded in practice, promotes reflection by students and teachers, and open for interpretation and collaboration with colleagues.



<p><b>C. Data Use</b></p>	<p>How can you continue to use PDSA<sup>2</sup> cycles to conduct <i>measurement</i> in your classroom in ways that allow you to <a href="#">assess your progress</a> and support your school's improvement goals?</p>	<p>How can lessons from PDSA cycles influence how your team shares and discusses data? To what degree are members <i>open</i> to sharing and discussing data from their PDSAs and classrooms? What could increase this openness?</p>	<p>What tools or <i>resources</i> support the collection and sharing of formative assessment (e.g., department rubrics, common formative assessments)? What <i>structures</i> support sharing of data (e.g., grade teams, subject departments, other cohorts)?</p>
<p><b>D. Potential Obstacles</b></p>	<p>How might other demands (priorities, initiatives) make accomplishing these individual tasks difficult going forward?</p>	<p>What barriers (priorities, initiatives) might exist to creating a culture conducive to this work moving forward?</p>	<p>How might other demands (priorities, initiatives) make creating systems and structures for this work challenging moving forward? For each challenge, what could you do you to accommodate for such demands?</p>
<p><b>E. Strengths to build upon</b></p>	<p>What are some supports or best practices from colleagues that will make it easier for you to start and sustain regular PDSA Cycles? What are the existing individual instructional routines or priorities that PDSA cycles might help bolster?</p>	<p>What are some of the strengths of the current school culture? How might this participating team model for others who are not engaged in the PDSA process the key elements and steps to this work?</p>	<p>What systems/structures are already in place at the school that can be used to continue this work? How is school leadership being informed or brought into this process?</p>

<sup>2</sup> A Plan-Do-Study-Act (PDSA) Cycle is an iterative mini-experiment for testing ideas using observable measures and comparing measures to differences in predictions and outcomes (see Bryk et al., 2017).



**Use the following sample agendas to create your school team's sustainability plan:**

**Note: Letters and Numbers in parentheses correspond with the above chart, for example (A2) references the collaboration questions (A) in the cultural section (2). Meetings may last anywhere from an hour to an hour and a half, it may take more than four meetings to get through all of the work described below. Team members may decide to assign each topic a specific amount of time to aid in getting through all the material.**

Meeting	Purpose	Activities
<b>Kickoff Meeting</b>	<p>In the kickoff meeting, team members will</p> <ul style="list-style-type: none"><li>• Establish Roles and Responsibilities,</li><li>• Define the team's goals for SCFA practices at their school</li><li>• Define the team's goals for and PDSA cycles at their school</li><li>• Determine frequency of meetings.</li></ul>	<ul style="list-style-type: none"><li>• Name a facilitator/champion (A2); This person starts drafting a list of current and needed resources for the group to review (A3)</li><li>• Identify current instructional priorities in your school that connect to SCFA and support testing ideas using PDSAs (B3)</li><li>• List existing priorities, initiatives, or structures can be leveraged to sustain this work. (B3)</li><li>• Schedule next two team meetings</li><li>• Identify potential new members for the team; Assign current team members to recruit new members</li></ul>



Meeting	Purpose	Activities
<b>Meeting 2</b>	<p>Team members will</p> <ul style="list-style-type: none"> <li>Review major takeaways from the Kickoff Meeting and get new members (if any) up to speed</li> <li>Conduct a Strengths, Weaknesses, Assets, Threats (SWAT) analysis of the landscape for conducting this work at their school.</li> <li>Generate ideas they are interested in pursuing as part of the first PDSA cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Review Kickoff Meeting minutes</li> <li>Bring new team members up to speed <b>(If Any)</b></li> <li>Discuss school culture: Identify strengths and weakness that will influence future SCFA work (e.g., how open are staff to reflection, self-study, peer observation, collaboration); Include in a simple SWAT chart or list (C2)</li> <li>Complete list of other initiatives, consider if they would support or interfere/be competing demands with future SCFA work, Include in a simple SWAT chart or list (B3)</li> <li>Identify any other cultural strengths that might complement PDSA cycles (E2)</li> <li>Individual teachers set goals for next PDSAs; (at least) one teacher volunteers to share early progress at next meeting (B1)</li> <li>Begin considering which key staff (e.g. Principals, Department Heads) should be involved in subsequent meetings and what their role will be.</li> </ul>
<b>Meeting 3</b>	<p>Team members will:</p> <ul style="list-style-type: none"> <li>Consider supports and barriers to completing and collaborating around PDSA cycles</li> <li>Consider the supports and barriers to sharing SCFA data in different contexts within the school</li> <li>Consider how shared data can be used to create common teaching practices</li> <li>Discuss at least 1 member's (or group's) early PDSA progress</li> </ul>	<ul style="list-style-type: none"> <li>Individual teachers who have been part of PDSA process share progress and data. (C2)</li> <li>Identify tools that support the collection and sharing of formative assessment data (e.g., department rubrics, common formative assessments); discuss creation of such a common tool if none are available. (C3)</li> <li>Identify ways to discuss the data (e.g., common planning time, grade-level teams, shared data servers); anticipate obstacles to data collection and sharing (C3)</li> <li>Schedule final sustainability meeting; Determine meeting routine, if possible</li> <li>Assign team member to draft invitation requests of key staff members discussed in previous meeting. (A3)</li> </ul>



Meeting	Purpose	Activities
<b>Meeting 4</b>	<p>In their final sustainability planning meeting, team members will</p> <ul style="list-style-type: none"><li>• Make their big “asks”</li><li>• Begin planning what their work together will look like moving forward.</li></ul>	<ul style="list-style-type: none"><li>• Inform school leaders of any requests the group has for completing this work. (e.g., for meeting time and space; stipend or other compensation for Champion; Professional development credits)</li><li>• Review complementary school initiatives from previous meeting; assign team member to present to school leaders how SCFA and PDSA fit into those initiatives. (B3)</li><li>• Review obstacles named in previous meetings; make request from school leadership related to addressing 1 of those obstacles (E3)</li><li>• Schedule regular meeting time, including next meeting, and create standing agenda (e.g., routine for sharing PDSAs at meetings and discussing implications for practice; discuss data sharing tools; check-in on sustainability efforts or complementary initiatives)</li><li>• Identify one volunteer or group to share early PDSA progress at next meeting</li></ul>



**Key Responsibilities for SCFA Champion: A leadership checklist**

Role	General Definition	Details
<p><b>Facilitate Collaboration</b></p>	<p>Bring colleagues together to conduct, share, and analyze PDSA cycles.</p> <p>Facilitate the on-going work of supporting each team member, helping to develop tools needed for those PDSA cycles, and championing this work both with internal and external partners.</p> <p>Be the key point of contact and communications for the group</p>	<ul style="list-style-type: none"> <li>○ Schedule regular meetings</li> <li>○ Encourage attendance</li> <li>○ Encourage communication among team members</li> <li>○ Encourage participation with school or district leaders</li> <li>○ Co-create a standing agenda with team members for regular meetings</li> <li>○ Promote conducting regular PDSAs and sharing change ideas with colleagues (e.g., through discussion in meetings, peer observations, or written updates to teams)</li> <li>○ Recruit new members and encourage existing members to share their work</li> </ul>
<p><b>Promote Sharing of Best Practices</b></p>	<p>Identify and share change ideas that have demonstrated effectiveness for students</p> <p>Document effective change ideas in sufficient detail to allow consistent replication; support ways for others to do this (e.g., shared index of proven ideas).</p>	<ul style="list-style-type: none"> <li>○ Maintain online space for sharing proven change ideas; encourage others to contribute proven ideas</li> <li>○ Recruit volunteers to discuss change ideas and PDSAs during meetings</li> <li>○ Reinforce best PDSA practices at meetings as part of sharing and planning</li> </ul>



Role	General Definition	Details
<b>Support Measurement</b>	<p>Help participating teachers to measure the progress of change ideas; consider conducting wider-scale measures of teacher and student progress.</p> <p>Create space for team members to debrief their PDSA progress (with champion or with other colleagues).</p> <p>Help teachers hold each other accountable for implementing and tracking their change ideas</p>	<ul style="list-style-type: none"><li>○ Promote use of common measurement tools (e.g., rubrics, common formative assessments, or CFAs); maintain virtual space for sharing data and measurement tools</li><li>○ Facilitate colleagues’ piloting common measurement tools, if they are newly created</li><li>○ Help colleagues collect, store, and share PDSA data at regular meetings</li><li>○ Consider a periodic measure of PDSA use and progress within the school, like a teacher survey, student survey, PDSA data wall, or CFA results</li><li>○ Create or identify a debrief protocol and encourage use of debriefs and reflections among team members</li></ul>