kid-FRIENDLy *Community of Learners* (District Leaders) Pathway Map (Version I *June 2015*)

Starting	Scaling Up	Sustaining	
Innovation Snapshot			
Serve on school personalized or innovation team(s) Support the principal(s) use of data and protocols to establish focus area from drivers or other innovations as the thrust of Innovation Snapshot Review Innovation Snapshot and plan and provide feedback to school(s)	Support the principal(s) to align resources to Innovation Plan Incorporate Innovation Snapshot and Plan into existing structure, e.g., School and District Plans Support the principal(s) to monitor and adjust/adapt Innovation Plan based on use school-wide Connect kid·FRIENDLy drivers as supportive structures to Innovation Plan	Support the principal(s) to establish demonstration or lab classrooms to share with school, district and regional community Share Innovation Journey within school district, region and Community of Learners	**Renewing**
Community of Practice			
Understand how personalization improves teacher performance and student academic and non-academic achievement Possess a team of teacher leaders who provide ongoing learning and support and a teacher-created repository of knowledge and skills to enhance professional practice across the school	Cultivate a culture of collaboration where teachers are facilitators of learning Establish structures, adopt policies and create personalized learning environments that prompt and promote personalized learning for ALL (e.g., students, teachers, parents, etc.) Use peer-to-peer learning labs to improve instruction and practice focused on student-centered learning and innovative practice	Establish demonstration classrooms focused on personalized learning and open to professionals external to the school to continue learning and represent commitment	**Renewing**
College and Career Readiness Center or Counselor Role			
Provide a vision toward achieving college and career readiness for all students Understand how personalization and student empowerment improves teacher performance and student academic and non-academic achievement	Develop policies and procedures that promote personalized learning pathways for diverse cultural needs of students and move away from "one size fits all" learning systems Assess the effectiveness of policies, procedures, and learning systems the needs of diverse student groups	Build sustainable mentoring programs to assist all students in becoming Life·Ready, intentionally targeting those who are at-risk and first-generation college students	

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Starting	Scaling Up	Sustaining	
College and Career Readiness Center or Counselor Role (continued)			
Recognize the needs of the larger community and build new possibilities for student interactions with local and regional business and industry Establish an ongoing support system for CCR and for the ongoing professional learning and expanded practices of CCRCs and other counselors, as well as teacher leaders Bring to scale existing cultures of collaboration where risk-taking and innovation are encouraged. Establish structures and adopt policies that support Life·Ready activities, experiences, and curriculum supports for ALL students Support school-based data teams to monitor student progress toward CCR Provide avenues and systems for ongoing dialogue and communication with all stakeholders about CCR	Establish partnerships with business and industry to articulate employer expectations and soft skills needed beyond state benchmarks and industry certification for student success Enrich classroom instruction based on economic and business trends	Advocate for expert stakeholders to be recognized as "teachers." Seek to build programs that meet student Life·Ready needs with non-traditional teachers (e.g., licensed electrician, licensed nurse) Provide a school culture that promotes the Life·Ready mindset, not just content or academic success toward benchmarks Provide teacher training in workforce trends and release time for job shadowing to connect the curriculum to careers, as well as help teachers stay current with job expectations at the local, state, and national levels Seek families and community groups to provide meaningful input to decisions and policies and procedures that serve the diverse needs of the community	**Renewing**
Student Empowerment			
Build district-wide capacity to understand and use learning-related data effectively Develop academic and non-academic support	Develop a new, learner-focused transparent and accessible data infrastructure Provide professional learning opportunities related to cultural diversity Enable intentional transformation for schools leading and changing their environment (LiM/GRIT process)	Extend current accountability systems to help ensure quality across a distributed ecosystem	