Phases of Implementation for Teacher Leaders of UDDI

The descriptors for each Phase of Implementation serve as indicators of Teacher Leaders' progression through
intensive professional development, shoulder to shoulder support, and modeling for colleagues within their schools.

The phases are projected out over a two year period. Timelines for implementation of phases 2 and 3 may be differentiated for individual schools.

Outcomes of UDDI training and implementation	Phase 1: Building Capacity **Outcomes for learning the UDDI framework**	Suggested Activities	Phase 2: Building individual capacity **Outcomes for classroom implementation**	Suggested Activities	Phase 3: Building school-wide capacity **Implementation of UDDI and teaching colleagues knowledge**	Suggested Activities
Collaborate with colleagues to enhance application of the UDDI framework for instruction	Collaborate with Teacher Leaders	*Use shared vocabulary* *Develop quality indicators for collaboration with teacher leaders.* *Determine how quality indicators will be self/team assessed*	Collaborate with TL team to prepare for and present at faculty, grade level and/or departmental team meetings Share understanding, knowledge, and skills of the UDDI framework and completed units with building colleagues Identify resources needed to broaden UDDI practices school wide	*Schedules of planning meetings* *Schedules of informal and formal presentations of UDDI framework* *Documentation of activities used to inform colleagues* *List of identified resources.* *Communication with leadership/others to request resources*	Prepare for and present at faculty meetings Model collaboration with colleagues Share understanding, knowledge, skills and units with building colleagues Utilize resources needed to broaden UDDI practices school wide	*Schedules of faculty meeting presentations* *Documentation of activities used to inform and collaborate with colleagues* *Schedules of informal and formal presentations of UDDI framework* *Grade level, content area unit plans*
Outcomes of UDDI training and implementation	**Phase 1: Building Capacity** Outcomes for learning the UDDI framework	Suggested Activities	**Phase 2: Building individual capacity** Outcomes for classroom implementation	Suggested Activities	**Phase 3: Building school-wide capacity** Implementation of UDDI and teaching colleagues knowledge	Suggested Activities

	Phase 1: Building Capacity	Suggested Activities	Phase 2: Building individual capacity	Suggested Activities	Phase 3: Building school-wide capacity	Suggested Activities
Outcomes UDDI training/implementation	Plan for and purposefully establish collaborative classrooms	*Copies of getting to know you activities and data* *Pictures/design of purposeful classroom configuration* *Pictures of walls/spaces display student work and cultures* *List/picture of clear procedures for safe, respectful interactions posted*	Continue to collect information on students Based on feedback and self-reflection; redesign procedures, use of space and displays, and options for students' interactions to refine collaborative classroom plan	*Ongoing collection of information on students* *Reflection and redesign of procedure sand/or use of classroom space* *Prompts used to engage students in discussing and creating collaborative space*		*Establish regular meetings with staff* *Introduce varied means of gathering information on students to promote learning*
Step I: Utilize standards to identify clear outcomes for instruction	Utilize Step I of the UDDI framework to identify clear outcomes for all learners	*Completion of Step I: Clarity of what students will understand, know and be able to do lead by essential questions*	Design Step I as basis for 2 units of instruction	*Implementation of Step I: Clarity of outcomes drives instruction*	Share unit plans with colleagues Plan for and introduce Step I to colleagues	*Utilize created materials to introduce Step I framework.* *Meet regularly with colleagues to support understanding*
Step 2: Integrate appropriate technology and scaffolding to increase successful outcomes for students	Identify universal barriers and plan for appropriate technology and scaffolding to increase successful outcomes for students.	*Completion of STEP 2 planning framework* *Incorporation of tech and scaffolding in the learning plan (STEP 4)* *Assess for student prior knowledge to determine scaffolding and tech needs*	Reduce barriers by integrating appropriate technology and scaffolding to increase successful outcomes for students	*Implementation of STEP 2 in planning framework.* *Demonstrate use technology and scaffolding to reduce barriers.*	Support others in identifying and integrating appropriate technology and scaffolding to increase successful outcomes for students.	*Present to others how to identify barriers, integrate appropriate technology and scaffold for successful student outcomes.* *Assess others STEP 2 planning*
Outcomes of UDDI training and implementation	**Phase 1:** **Building Capacity** Outcomes for learning the UDDI framework	**Suggested Activities**	**Phase 2:** **Building individual capacity** Outcomes for classroom implementation	**Suggested Activities**	**Phase 3:** **Building school-wide capacity** Implementation of UDDI and teaching colleagues knowledge	**Suggested Activities**
Step III: Design and	Demonstrate	*STEP 3 planning*	Design and use	*Use pre assessment*	Support others to	*Present to others*

use assessments to both inform students and to realign instruction	understanding of the varied forms of assessment. Design assessments that appropriately challenge students and align with the outcomes (know, do, and global understandings)	*incorporates pre assessment and formative assessment that aligns with outcomes* *Plan summative assessment that challenges students and aligns to the "do's"*	pre-assessment, formative assessment, authentic and summative assessments that align with outcomes.	*and formative assessment that align with outcomes* *Use summative assessment that challenges students and aligns with the outcomes*	design authentic assessments that appropriately challenge students and align with outcomes.	*examples of authentic assessments.* *Examine others design of assessment— through comment on planning framework*
Step IV: Construct and implement a flow of instruction that intentionally differentiates based on students' readiness, learning profiles, interests, cultural /gender diversity to enhance active student engagement	Construct a flow of instruction that considers students' readiness, learning profiles, interests, cultural/gender diversity to enhance active student engagement	*STEP 4 planning incorporates knowledge of students- through use of flexible grouping and DI strategies.* *Identify DI strategies that engage students through knowledge you have of students' readiness, learning profiles, interests, cultural /gender diversity*	Implement and revise a flow of instruction with consideration of students' readiness, learning profiles, interests, cultural gender diversity to enhance active student engagement	*Implement DI strategies that engage students through knowledge you have of students' readiness, learning profiles, interests, cultural /gender diversity* *(provide specific strategies)* *Reflection on outcomes*	Facilitate others learning of constructing a flow of instruction with consideration to students' readiness, learning profiles, interests, cultural gender diversity to enhance active student engagement	*Present to others construction of the flow of instruction* *Support others in constructing a flow of instruction with consideration to students' readiness, learning profiles, interests, cultural gender diversity* *Show evaluation of others STEP 4 planning*